

MEMPHIS SCHOOL OF EXCELLENCE ELEMENTARY CORDOVA

A Charter School Application



Submitted by:
Read Foundation
April 1, 2019

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New Application

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GENERAL INFORMATION

Name of proposed school: Memphis School of Excellence Elementary Cordova

Projected year of school opening: 2020

Charter authorizer for proposed school: Shelby County Schools

Sponsor/Sponsoring Agency: Read Foundation

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes X No In Process

Model or focus of proposed school: K-5; Focus on STEM

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application):

Muhammet Turkay

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Names, current employment, and roles of all people on school design team (add lines as needed):

Full name	Current job title and employer	Position with proposed school
Muhammet Turkay	Executive Director, MSE	Executive Director
Samuel Beyhan	Director of Operations, MSE	Director of Operations
Gabriella Nelson	Director of Academics, MSE	Director of Academics
Gregory Thompson	Financial Adviser-Consultant, GT3 Group	Financial Adviser-Consultant

Name of proposed school leader (if any): To be determined

Proposed school leader's current employment:

City or geographic community: Cordova

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? Yes No X

If yes, identify the CMO or other partner organization:

Does this applicant have charter school applications under consideration by any other authorizer(s)? Yes No X

If yes, complete the table below, adding lines as needed:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year

Indicate Applicant Type:

- ☐ New-Start Applicant
- ☐ Existing TN Operator Proposing New Focus/Grade OR Existing non-TN operator OR Existing ASD operator
- ☒ Existing Tennessee Operator Proposing Exact Focus/Grade Structure

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Memphis School of Excellence Elementary Cordova is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the Office of Open Records Counsel);
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;

- d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
- e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and

8. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Muhammet Turkey

Printed Name of Authorized Signer

Executive Director

Title of Authorized Signer

Section 1: Academic Plan Design and Capacity

1.2 Enrollment Summary

In this section:

- a. Describe the community from which the proposed school intends to draw students, including the demographic profile and school zones within the LEA.**

Our school will be located in the Cordova area of Memphis, which is zoned under Shelby County schools. In recent years, Cordova has experienced rapid commercial and residential growth – many new businesses and organizations have opened, and numerous housing developments have been, or are in the process of being, built across the Cordova area. Since the most recent available census data is from 2010, the demographic profile captured during the census does not mirror the demographic profile of students currently enrolled in the public schools operating in Cordova. Given this discrepancy, the following chart details the demographic profile of students enrolled in every public school operating in Cordova as detailed on 2018 State report cards:

School	Percentage of Black, Hispanic, and Native American Students	Percentage of Economically Disadvantaged Students	Percentage of English Learner Students	Percentage of Students with Disabilities
Chimneyrock Elementary School	79.6%	36.8%	11.6%	11.2%
Cordova Elementary School	78.7%	37.2%	8.3%	11.9%
Dexter Elementary School	84.7%	46.3%	9.7%	10.3%
Macon-Hall Elementary School	78.4%	26.7%	5.2%	7.4%
Riverwood Elementary School	71.8%	25.4%	5.7%	8.1%
Cordova Middle School	80.4%	32.2%	6.1%	11.9%
Dexter Middle School	89.1%	39.8%	4.9%	13.6%
Cordova High School	86.9%	32.4%	6.8%	12.4%

b. Provide a rationale for selecting the community where the proposed school will locate.

The rationale for selecting the community where the proposed school will locate revolves around three primary reasons: 1) help alleviate the problem of over-enrollment of the public schools currently in operation in Cordova; 2) expand public school choice in Cordova for parents; and 3) offer students the opportunity to engage in a STEM-centered academic program.

As indicated above, the Cordova area of Memphis has experienced recent rapid commercial and residential growth, which has yet to slow. Continued growth of both businesses and households is predicted to further populate the Cordova neighborhood in the upcoming years. While commercial facilities and housing developments have been built in response to this growth, the creation of enough new schools to accommodate the growing number of school-aged children, as well as provide families with school choice, has not kept pace with demand. More specifically, there are currently only five public elementary schools operating in the Cordova area. According to Shelby County Schools (SCS) Supplemental Information for Charter School Applicants, the average elementary school building utilization is 110%, indicating these elementary schools are over-enrolled. With growth anticipated to continue, these schools will likely continue to be over-enrolled in the years to come. Accordingly, we selected Cordova, in part, to help alleviate the problem of over-enrollment.

With only five public elementary schools currently in operation, parents seeking a public school education for their child(ren) currently have limited options in Cordova. All five public elementary schools are large, with enrollments close to, or more than, 1,000 students. While some parents may prefer a large school setting for their child(ren), other parents may wish to send their child(ren) to a smaller school but, currently, do not have the option to do so in Cordova. We intentionally designed our school to be small to keep class sizes down, to provide an individualized learning environment, and to cultivate a family-like school culture. By year four of operation, we will be operating at capacity, with enrollment capped at 310 total students. Our school will provide parents seeking a small school environment for their child(ren) an option that does not currently exist in Cordova.

Further, all five public elementary options operate as traditional public schools. Similar to size, some parents may prefer a traditional school. Others, however, may want another public option, which is not currently available to them in Cordova. Under the traditional model, schools must implement the district's curricula and administer specific district-mandated assessments, as well as adhere to the district's academic and operational policies and procedures. Our school will operate as a charter, which will grant us certain autonomies that traditional public schools do not enjoy. While we will be accountable for meeting established school goals – including academic, operational, and financial targets, as well as will be required to administer all State-mandated assessments – we will have more control over our academic and cultural programming, as well as more freedom around the operation of the school. Such autonomy will enable us to implement an innovative academic program, which will have a strong science, technology, engineering, and mathematics (STEM) focus (discussed in more detail below).

c. Discuss the academic performance and enrollment trends of surrounding schools in that community.

School	Total Enrollment	On Track Plus Mastered Rate 2018 ELA	On Track Plus Mastered Rate 2018 Math	School TVAAS Composite Rating	School TVAAS Rating 2018 Literacy	School TVAAS Rating 2018 Numeracy
Chimneyrock Elementary	975	25.8%	33.4%	1	3	1
Cordova Elementary	891	28.7%	25.9%	3	5	3
Dexter Elementary	926	24.9%	29.6%	1	5	2
Macon-Hall Elementary	1168	44.4%	46.5%	5	5	2
Riverwood Elementary	943	46.9%	46.0%	5	5	5
SCS Average		20.4%	19.6%	2	5	1
State Average		28.7%	33%	Data Not Available		
SCS Average Elementary School Building Utilization in Cordova					110%	

As explained above, the Cordova area of Memphis has experienced recent rapid commercial and residential growth, which has yet to slow. Per the United States Census, the total population of Cordova was 52,262 in 2010; estimates put the total population at 60,762 as of 2017 – a 16.3% increase in just seven years. Despite this growth, there are currently only five public elementary schools operating in the Cordova area. According to Shelby County Schools Supplemental Information for Charter School Applicants, the average elementary school building utilization is 110%, indicating these elementary schools are over-enrolled. With growth anticipated to continue, these schools will likely continue to be over-enrolled in the years to come.

Additionally, according to SCS' School Performance Scorecards for the 2017-18 school year, all five public elementary schools currently operating in Cordova exceeded the district's average for on-track plus mastered rates in English language arts (ELA) and mathematics. Three of the five schools also exceeded the State's average in ELA and mathematics. However, two of the schools earned a Tennessee Value-Added Assessment System (TVAAS) composite score of 1. One school received a composite score of 3, and the remaining two schools earned a 5.

Our school would provide parents with another much-needed high-quality public school option in the Cordova area. While our elementary school that is currently in operation in the Hickory Hill neighborhood of Memphis does not yet have State assessment data – since we are just serving grades kindergarten through five this school year – our network has a solid track record of success. More specifically, since its first graduating class in 2014, Memphis School of Excellence (MSE) has consistently graduated nearly 100% of seniors, with graduation rates of 100% from 2014-16 as well as 2018, and a 98% graduation rate in 2017. Further, in 2018, 100% of graduates

were accepted into college, the majority of whom participated in the TN Promise Program, and collectively earned more than \$6M in scholarships.

The school: has significantly increased its American College Test (ACT) score average over the past 5 years (from 13.8 in 2014 to 18.8 in 2018); ranks #5 among all Shelby County Schools (SCS) high school in terms of the percentage of its graduates who are college- ready; and is in the top quartile of all SCS high schools for its ACT average. These successes contributed to MSE being recognized by *US News and World Report*, which ranked it the #1 charter high school in Tennessee and #26 among all high schools in the State.¹

In 2016, Tennessee moved to more rigorous State standards and tests, which resulted in a significant decline in student proficiency rates across Shelby County and the State. Despite the more challenging academic environment, MSE has performed well among its peers in math and English Language Arts (ELA) – as well as in academic growth.

On SCS' School Performance Framework in 2017-18, MSE ranked #12 of 82 middle and high schools in the district and #8 of 42 high schools. In 2016-17, MSE's SPF was ranked #4 among all SCS high schools. In terms of math and reading/language arts proficiency, MSE has performed in the top 20% of all middle/high schools in the district over the past two academic years. Finally, MSE has consistently achieved strong TVAAS scores over the past 8 years, achieving a Level 4 or 5 in seven of the last eight years.

The elementary school replicates the best practices of the middle and high school, and MSE elementary students showed great improvements on school benchmark tests during the 2017-18 school year. We are eager to expand to the Cordova community to provide the area with a high-quality elementary school option that will help to alleviate over-enrollment, as well as provide parents with a high-quality option to increase public-school choice in Cordova.

d. Describe the specific population of students the proposed school intends to serve.

We intend to serve students residing in the Cordova neighborhood, as well as students living in the areas immediately surrounding Cordova. Accordingly, we anticipate that the majority of our students will qualify for free and reduced-price lunch as indicated by PowerSchool data. We also predict that the majority of our student body will be composed of students of color. More specifically, we anticipate that most of our students will be African American. We also predict that Latino students will account for approximately a fifth of our student body, followed by Caucasian and Asian students. Given enrollments in public schools currently operating in Cordova, we anticipate that approximately a twelfth of our student body will be students with special needs and less than a tenth will be students who are English language learners (ELLs).

e. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.

As described above, our network has a solid track record of success. We intend to replicate the exact grade structure and focus of our school currently in operation in Hickory Hill. We are confident that the replication of our model will also result in positive student outcomes and

¹ <https://www.usnews.com/education/best-high-schools/tennessee/districts/shelby-co/memphis-school-of-excellence-147620>

success in Cordova. The following explains the key design elements that we will implement to more effectively serve the students of Cordova:

- **Enriched Curriculum:** Our curriculum and learning environment will provide all students with access to engaging, stimulating, and rigorous curriculum. More specifically, our curriculum will be personalized, inquiry-based and, as applicable, aligned to the Common Core State Standards (CCSS), Next Generation Science Standards, and Tennessee Academic Standards. STEM will be infused across our academic program, and students will have ample opportunities to apply their learning through projects and science fairs. In addition, all students will take a STEM class that will employ the Code.org curriculum. We also plan to have a robotics club; all students will have the opportunity to join. The robotics club will meet regularly and will expand on the STEM concepts and skills learned during the school day. Members will have the opportunity to compete in local, State, and national competitions. The club currently active at our school in Hickory Hill has enjoyed numerous wins and top placements in competitions over the last several years. Further, we will implement the Destination Imagination program as an extracurricular activity. This will revolve around providing students who elect to participate with unique educational experiences through engagement with project-based challenges that focus on developing technical, scientific, and engineering skills (among others). Participants will engage in student-centered challenges that empower them to take risks and engage in rigorous problem solving. Destination Imagination challenges will also serve to further reinforce and extend STEM skills and concepts learned during the school day.
- **Technology Integration:** To support our STEM focus, as well as equip students with the technology skills needed to succeed in the 21st century, all students will take a technology class as an elective. This class will teach and reinforce the fundamentals of effectively using a computer, as well as expose students to more complex STEM-related concepts and activities through the implementation of code.org curriculum, which will enable students to master the fundamental, as well as more advanced, principles and concepts of computer science. Additionally, the technology classroom will be outfitted with a three-dimensional (3-D) printer, which will allow students to participate in numerous STEM projects, such as creating the specifications for, and printing, a working prosthetic hand (among other items). Additionally, technology will be infused across other disciplines. Laptops and iPads will be readily available for teachers to use during instruction; classrooms will be outfitted with technological tools such as document cameras and SMARTboards to utilize during instruction. We will also provide a fully outfitted computer lab. Our robust integration of technology across contents and classrooms through the use of computer-based programs such as Accelerated Reader, Accelerated Math, iReady, MobyMax, Kuta, and Study Island, as well as digital curricular resources, will better equip students with critical skills and will enable us to implement our STEM focus.
- **Standardized and Authentic Assessment:** To ensure that students are mastering the standards and content taught through our enriched curriculum, we will implement a robust assessment program. We will administer all required State standardized assessments, as well as regular benchmark assessments, to gauge student proficiency on pre-established benchmarks of learning at specific points in time. Benchmarks will be formative and summative, allowing teachers to adjust instruction to meet the needs of every student and

enabling teachers to discern proficiency rates. We will also measure student growth through administrations of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment three times a year. Our authentic assessment system will work to complement the standardized assessments we administer. Teachers will collect and analyze student work over time; work samples and teacher observations will be housed in student portfolios, enabling teachers and students to see progressive growth.

- **Effective Intervention:** All students will have individualized learning plans that guide and are responsive to students' individual learning needs. We will also provide numerous tutoring opportunities, including before and after school, on Saturdays, as well as with peers and mentors. For students in need of additional academic and/or behavioral support, we will implement a robust Response to Instruction and Intervention (RtI²) program to ensure that all students receive the support they need to be successful. We will also provide robust English language learner programming to ensure that students who are acquiring English language proficiency receive all needed and legally-mandated services and supports.
- **Robust Support for Instructional Staff:** To ensure that our instructional staff provides rigorous, high-quality instruction and effectively implements our academic focus and model, we will provide robust supports. More specifically, every teacher will be assigned an instructional coach who will provide individualized support through observation and feedback cycles, as well as unit and lesson plan design and implementation support. Every teacher will have two daily planning periods to enable teachers ample time to create and revise plans. Further, we will provide extensive assessment and data supports. Leadership will create all benchmark exams for teachers. In addition, we will offer an electronic test center, which will enable teachers to enter tests and have scantrons created and graded by the center. The center will also allow teachers to assign standards to every question. The center will provide teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. To support teachers in using the center and becoming fluent in data, we will offer robust professional development (PD) and support around data-driven instruction (DDI) throughout the year. Further, we will implement a "Grow Your Own Administration" program, which will build leadership capacity.
- **Parental Involvement:** We believe that parents are our partners; we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following, which are thoroughly described in the [Community](#)
 - Parent-Board Member
 - School Advisory Council
 - Parent-Teacher Organization
 - Orientations
 - Meet-and-Greets
 - Home Visits
 - Parent-Teacher Conferences
 - School Events
 - Volunteering Opportunities
 - Parent Information Room
 - Parent Recognition Program
 - Adult Education Classes

- Communication Methods (school website, social media (e.g., Facebook, Instagram, Twitter, YouTube, Google Business Site), school database, parent mobile application, language translation services, monthly newsletter, phone calls, emails, in-person communications, suggestion boxes)
- Parent Academy

f. If you are an existing operator, describe any enrollment practices, processes, and policies that will differ from the existing school.

The enrollment practices, processes, and policies that we will implement at the proposed school will not differ from those currently being implemented at our existing school.

Complete the enrollment summary and anticipated demographics charts below.

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with disabilities	% of English language learners
African American: 70% Latino: 20% Caucasian: 8% Asian: 2%	70%	12%	7%

1.12 Community Involvement and Parent Engagement (after school opens)

In this section:

a. Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?

Once our proposed school opens, we will expand our marketing and recruitment efforts to ensure that we fulfill enrollment targets every year. We will still employ many of the same recruitment strategies as we do during our pre-opening year: developing and distributing marketing materials in languages other than English; visiting community centers and hubs (e.g., faith-based organizations, businesses, feeder schools); placing advertisements; and employing social media. However, after we open, we will shift the focus of many of our recruitment efforts to highlight the school as it exists in operation. More specifically, on our website and social media accounts, we will feature current school events and programming. We will advertise upcoming events, highlight events immediately after they occur, and celebrate the success of past events, creating multiple points of exposure for each. In short, with permission, we will highlight students who are enrolled in our school engaging in school activities so that potential parents and students can appreciate the student experience while attending our school. On our website and every social media account, we will also solicit the contact information of prospective families, enabling us to cultivate a robust database of potential students. In addition to our website (also discussed below), the social media outlets we intend to utilize are:

- **School website:** We will maintain a comprehensive website that is informational and easy to navigate. Our website will advertise our academic program and upcoming events for students, as well as families and the community, so that prospective students and parents can see the wide range of programming and activities offered by the school. The website will also feature special happenings and recognitions, such as visits from local officials and community members and results from sports and robotics competitions. Additionally, our website will provide potential students and parents with valuable academic information, including access to our State report card, which will showcase and educate prospective students and parents about our school's success. Our enrollment form will always be prominently featured on our website so that interested students and parents can easily complete and submit the form electronically.
- **Facebook:** We will leverage our Facebook page to serve as a complement to our school website. We will regularly post upcoming school activities, as well as provide accounts of school events by posting pictures and descriptions as soon as activities unfold so that prospective students and parents can gain a fuller perspective of the student experience while attending our school. We will include hashtags and links to our other social media account(s), as well as to our website, to drive traffic to our other outlets. A direct link to our enrollment form will also be embedded on our page, allowing potential students and parents to easily locate and complete the form in the moment of interest. We will also place advertisements for our school on Facebook, increasing our exposure.
- **Twitter:** Our Twitter account will dovetail the content contained on our website and posts to our other social media outlets. We will regularly tweet about school events and programming, as well as content related to our school, such as STEM. We will utilize Twitter's

streamlined approach to communication to our advantage, posting links to our website and other social media account(s) to drive traffic to other outlets. In our profile, we will also provide direct links to our enrollment form so that interested students and parents can easily access, complete, and submit the form.

- **Instagram:** We will also advertise our school through postings on Instagram. Like our other social media accounts, we will upload videos and pictures of school activities immediately after they occur to expose prospective students and parents to our event offerings. We will also link our other accounts to our Instagram to direct users through our social media suite and school website. Our enrollment form will be easily accessible to those interacting with our Instagram account.
- **YouTube:** We will maintain a YouTube channel where we will post videos of school events to attract potential students and parents. We will also utilize YouTube to answer questions; more specifically, we will produce a Frequently Asked Questions (FAQs) video. The FAQs video will feature the commonly-asked questions by students and parents. School staff will answer these questions and direct viewers to resources if they want additional information. We will embed links to our website, enrollment form, and other social media accounts on our YouTube page.
- **Google:** We have established a Google-verified Google Business Site, on which we will upload pictures of school events and activities, as well as other notable school happenings. We will also publish news about our school on our Google site to inform prospective parents and students about our mission, model, and programming. We will also leverage the ability to manage advertisements about our school through our Google site, as well as drive traffic to our other social media accounts via links. Our Google site will also allow us track searches, which will enable us to refine our recruitment plans if analysis of search data deems it necessary.

In addition to our website and active social media campaign, we will hold open houses for prospective students and parents to enable them to see our school in operation first hand. Open houses will occur at least seven times a year, mostly during third and fourth quarter. During open houses: potential students and parents will receive a comprehensive tour of the school; will be provided with literature further highlighting and explaining the school; will be given an enrollment form and will be offered support in completing the form; and will have the opportunity to ask any questions. We will also advertise and demonstrate our robust school database and parent mobile application during open houses. We will show parents how they will be able to access information about their child(ren) through our school database and parent mobile application, including upcoming class activities, assignments, and projects, as well as grades and test scores. Additionally, we will demonstrate how behavioral and attendance data will be contained in the database and application, so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies. Further, we will emphasize how the database will serve as a direct link between teachers and students. Teachers and parents will be able to leave notes for, and send, electronic communications to each other, enabling frequent and fluid communications.

Open house participants will be asked to provide some personal information such as name, mailing address, phone number, and email address, which will enable us to keep in contact with

them after the open house. We will follow-up with attendees via physical and electronic mailings and phone calls to maintain their interest in our school, as well as answer any questions and solicit feedback about our school. Prospective parents and students may also request a tour of the school outside of offered open houses.

We will also publish a comprehensive monthly newsletter that will highlight all of the school's recent past and upcoming events and accomplishments. Newsletters will be disseminated through electronic mailings and postings on our website. All prospective students and parents whose information will be captured in our database, cultivated through the channels described above, will receive newsletters. In addition, we will send newsletters to all currently-enrolled student and parents, staff, Board members, and other school stakeholders, such as community members and organizations to ensure that a wide swath of school stakeholders regularly receive information about our school.

Further, we will enlist the support of school stakeholders – staff members working at the school, students attending the school, parents involved with the school, Board members governing the school, and community members and organizations supporting the school. We will encourage this robust group of school stakeholders to advertise our school, through word-of-mouth, engagement with our social media accounts (e.g., Facebook likes, retweets), and sharing of newsletter publications. We will implement a referral program; students currently enrolled in the school will be eligible to participate. Students who refer a student who then completes an enrollment form get a free dress day. Students who refer three students who submit enrollment forms get a free uniform shirt.

b. Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.

Our mission calls for us to prepare students for higher learning in a safe, caring, and collaborative atmosphere. To realize our mission, we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as:

- **Parent Board Member:** As outlined thoroughly in the Network Governance section, the Board of Directors that governs our schools currently in operation will also serve as the Governing Board of the proposed school. Currently, a parent whose child is enrolled in our existing schools in the Hickory Hill area serves as an active Board member. Additionally, within six months of opening, a parent whose child attends school at our Cordova location will be appointed to the Board. We will have two parents on the Board to ensure that parents are actively engaged in the governance of the school, as well as to enable parent voices to be officially represented in the areas in which we operate.
- **Advisory Council:** Also explained in detail in the Network Governance section, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and

recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. The advisory council offers parents another layer of official representation in the oversight of the school, as well as another opportunity to actively engage in the school's operations.

- **Parent-Teacher Organization (PTO):** Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. PTO meetings will enable parents to formally convene to discuss ideas, identify concerns, brainstorm solutions, and offer feedback about the operation of the school. The PTO will offer parents the opportunity to form relationships with other parents and with school staff, as well as provide parents with a forum in which they can contribute to the functioning of the school.
- **Orientation:** Prior to the start of school, we will hold orientation sessions for parents to orient them to the school building, as well as educate them about the school's policies and procedures. Parents will also learn about the school's database and parent mobile application, which is detailed thoroughly below, as well as other communication structures and opportunities to engage with the school, including upcoming family activities and our home visit program.
- **Meet-and-Greet:** Parents will be encouraged to attend a meet-and-greet event, which will occur within the first two weeks of school. During this time, parents will meet their child(ren)'s teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce the curricula that will be taught and educational software that will be used, as well as (re)familiarize parents with the school's policies, website, database, and parent mobile application. Parents will receive support in creating usernames and passwords and logging into the database and downloading and accessing the application – both of which serve as central communication platforms between school and home.
- **Home Visits:** We will encourage and compensate our teachers for making visits to the homes of students they serve. Home visits will enable teachers to make authentic connections with their students and students' families. During home visits, teachers will engage students and families in conversations about the school and about themselves. Teachers will provide strategies and suggest activities in which students and parents can engage together that will reinforce and extend what is learned at school. Teachers will also support parents in using the school's database and parent mobile application, which serve as the primary communication methods between home and school. Home visits will also act as a source of support when students and their families are facing difficulty such as the loss of a loved one.
- **Communication Methods:** We will utilize multiple communication methods to ensure that students and parents are fully informed about school activities. Among these are:
 - **School Website:** As indicated above, we will maintain a comprehensive website with information about the school's programming, performance, and events. The school website will be updated regularly to provide timely announcements to students and parents. Links to our social media account(s), school database, parent mobile application download, and newsletter will also be prominently featured on the website.

- **Social Media:** Also described above, we will utilize social media, including Facebook, Twitter, and Instagram, as means to engage with, and provide timely information to, students and parents. We will post and tweet regularly about upcoming activities so that students and parents are fully informed about, and have ample notice to participate in, school events. We will often post and tweet immediately after events conclude, which allows families to stay informed about activities at which they could not be physically present. We will also embed links to our school website and database on our home page and profile so that users can access and engage with them easily.
- **School Database:** Parents will be able to access information about their child(ren) through our school database. Teachers will post upcoming class activities, assignments, and projects, as well as record students' grades so that parents can receive timely updates about their child(ren)'s progress and achievement. Assessment data will also be housed on the database so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data will be contained in the database so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies. Further, the database will serve as a direct link between teachers and students. Teachers and parents will be able to leave notes for, and send electronic communications to, each other, enabling frequent and fluid communications.
- **Parent Mobile Application:** We will offer an application that can be downloaded so that parents can access information from the database on their mobile devices. The application will allow parents to monitor their child(ren)'s progress; grades, homework assignments, behavioral data, and attendance records can be accessed on the application. In addition, the application will provide important school information such as the school bell schedule, lunch menus and payments, and the school calendar of events. In addition, our newsletter, described below, will be included in the application every week, enabling parents to easily stay informed about, and engaged in, their child(ren)'s educational experience, as well as school events and happenings.
- **RemindMe Application:** We will also employ the RemindMe application to remind parents about upcoming events and activities. The application will also enable us to send out announcements so that parents are informed in a timely manner.
- **Language Translation:** All of our parents must be informed about, and given opportunity to engage with, the school. We will translate all documents into the languages other than English most commonly spoken at the school. Our website is also equipped with a translation program that allows it to be translated into multiple languages. In addition, at least one front office staff member will be bilingual and fluent in the language other than English spoken most frequently. We will also enlist the services of translators, when necessary, to ensure that all parents can effectively communicate with, and receive communications from, the school.
- **Monthly Newsletter:** We will publish a comprehensive monthly newsletter that will highlight all of the school's recent past and upcoming events and accomplishments. Newsletters will be disseminated through website postings and electronic mailings to all families whose child(ren) attend our school. Parents utilizing the parent mobile application will receive the newsletter via their application every month.

- **Phone Calls:** We will conduct robocalls to make school-related announcements, as well as inform families about upcoming events. All robo calls will be translated into Spanish. In addition, teachers will make frequent phone calls to the parents of their students to highlight successes, as well as discuss any concerns. Teachers will be required to return parent phone calls within 48 business hours to ensure that parents' questions, comments, and/or concerns are addressed in a timely manner.
- **Emails:** As indicated above, our database streamlines electronic communications between parents and teachers. As with phone calls, teachers will be required to reply to emails within 48 business hours. Emails will be utilized as a means for parents and teachers to quickly and fluidly communicate with each other.
- **In-person Communications:** We will welcome parents to visit our school. Parents will be encouraged to make appointments to confer with their child(ren)'s teachers, and school leadership will have an open-door policy for parents. In addition, we will encourage parents and teachers, as well as other school staff, to engage in short conversations during morning drop-off and afternoon dismissal. During this time, teachers and staff will be visible and available to briefly engage with parents.
- **Suggestion Boxes:** We will welcome feedback and input so that we can continually improve our school and be responsive to the needs and ideas expressed by parents. We will install a suggestion box in the main lobby of our school. Parents will be encouraged to communicate their opinions, suggestions, and concerns about the school. We will also build a virtual suggestion box on our website, allowing parents to submit their thoughts remotely and electronically. When suggestions are submitted, school leadership will promptly review the suggestion and take appropriate action.
- **Parent Teacher Conferences:** Conferences will be held at minimum twice a year – once during the first quarter and once during the third quarter. Conferences will enable teachers and parents to discuss academic achievement, behavioral progress, assessment scores, and upcoming curricula. Parents can also use this time to address any concerns or questions. Parents unable to attend will be encouraged to schedule a meeting with their child(ren)'s teachers at another time.
- **School Events:** Throughout the year, we will hold a number of school events for students and families. Many of these events will be academic in nature, such as curriculum nights, during which teachers and staff will review upcoming curricula with parents so that they are fully informed about what their child(ren) is/are learning. Curriculum nights will allow parents to engage with the skills and content their child(ren) will be expected to master, as well as ask any questions and/or voice any concerns about the material. During this time, teachers will also provide strategies about how parents can support learning of the curricula at home. In addition, we will host multiple social events for families so that staff, students, and parents can come together as a community. Among these events will likely be festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies throughout the year, such as honor roll celebrations, to celebrate students and the school and cultivate school spirit. Further, we will offer events specifically for our parents; these events will enable parents to interact and build relationships with school staff. For example, we plan to host regular Muffins for Moms and Donuts for Dads meetings, allowing parents to form and strengthen relationships with each other and school leadership and staff.

- **Volunteering Opportunities:** All parents will be asked to volunteer upon their child(ren) enrolling in the school. While volunteering will be optional, we will highly encourage it as a means to engage in the school and form meaningful relationships with staff, students, and other parents. Parents will be presented with a wide range of volunteering activities from which to choose, including supporting teachers by making copies, reading with and/or to students, providing instructional support to students, and assisting with field trips.
 - **Parent Information Room:** We understand that not all parents have access to computers and printers or to mobile devices. Accordingly, we will dedicate a space equipped with Internet and outfitted with a kiosk machine, computer, and printer for parents' use. Parents will be able to access our website, social media platform(s), and database to retrieve information and monitor their child(ren)'s progress. They can print announcements and reports at their convenience. School staff will be available for parents in need of technological assistance in utilizing the parent room.
 - **Parent Recognition Program:** Just as we will celebrate our students' success and contributions to the school on social media, in newsletters, and during assemblies and other school events, we will recognize parents who are actively engaged and involved in the school. Parents who volunteer for a certain number of hours and who participate in a certain amount of school events and programs – both of which will be exactly determined in the future upon the school's opening – will receive recognition. More specifically, recognized parents' names will be published on our school website. We will also host a reception during which recognized parents will be awarded a certificate. Such recognition will encourage other parents to volunteer and participate in school activities and will motivate parents who are active to continue to engage with the school.
 - **Adult Education Classes:** We believe in supporting and empowering our parents. To that end, we will offer a series of language classes and computer classes throughout the school year. Classes will be held once a week for 45 minutes. Language classes will support parents who speak languages other than English in gaining English language proficiency. Computer classes will cover the fundamentals of computer use, as well as how to work in the Google suite and Microsoft Office. For parents who possess more advanced technological skills, classes will support them in earning Apple and Google certifications.
 - **Parent Academy:** In addition to language and computer classes, we will hold a parent academy – a series of educational and inspirational sessions. Among the topics covered will likely include: How to Help Your Child with Math Homework; Conscious Discipline at Home; Helping Your Child Make Healthy Relationship Choices; Healthy Eating Habits; Mentoring; and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). We fully believe parents are our partners. Our parent academy will strengthen this partnership, as well as support parents in creating healthy learning environments at home.
- c. **Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.**

As indicated above, we fully appreciate that for our school to be successful, we need to create strong partnerships with parents and engage them in the life of our school. The foundation of building these robust partnerships with parents is communication. We must ensure that our

parents are fully informed of, and educated about, all school policies and volunteer opportunities. We will accomplish this through initiatives such as:

- **Registration:** During registration, parents will receive a parent/student handbook that comprehensively outlines all of the school's policies and procedures. Parents will be required to sign a receipt of acknowledgement that they received, and will abide by, the handbook. During orientation and the meet-and-greet event, time will be dedicated to more thoroughly explaining the policies and procedures detailed in the handbook. Additionally, during the registration process, parents will be asked to complete a volunteer form to indicate volunteering preferences, such as frequency and type of volunteer work. While volunteering will not be mandatory, we will highly encourage parents to volunteer as much as able.
- **Parent Student Handbook:** Parents will receive, and sign for, a comprehensive parent/student handbook during the registration process. The handbook will explicitly outline the school's mission and vision, as well as – among others – all the school's policies and procedures, including expectations for field trips, school visitors, arrival and dismissal, attendance and absences, dress code, technology use, code of conduct, behavioral consequences, and school closure. The parent-student handbook will also be available in languages other than English and will be easily accessible on the school's website.
- **Orientation:** Prior to the start of school, we will hold orientation sessions for parents to orient them to the school building, as well as educate them about the school's policies and procedures as outlined in the parent-student handbook they received during registration. During orientation, parents will be reminded about the ample volunteering opportunities available to them. Parents will also learn about the school's database and parent mobile application, detailed below – both of which house information about the school's policies and volunteer opportunities.
- **Meet-and-Greet:** Parents will be encouraged to attend a meet-and-greet event, which will occur within the first two weeks of school. During this time, parents will meet their child(ren)'s teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce the curricula that will be taught and educational software that will be used, as well as (re)familiarize parents with the school's policies and procedures as outlined in the parent/student handbook. During the meet-and-greet, teachers will also discuss volunteering opportunities with parents, providing them with their monthly parent volunteer wish list.
- **Home Visits:** To build relationships with our families, as well as inform them about school policies and volunteer opportunities, we will implement a robust home visit program. Home visits will enable teachers to make authentic connections with their students and students' families. During home visits, teachers will engage students and families in conversations about themselves, as well as review school policies and procedures and volunteering. Teachers will provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers will also support parents in using the school's database and parent mobile application (described below), which will serve as the primary communication methods between home and school.
- **School Database:** Parents will be able to access information about the school and their child(ren) through our school database. Teachers will post upcoming class activities, assignments, and projects, as well as record students' grades so that parents can receive

timely updates about their child(ren)'s progress and achievement. Assessment data will also be housed on the database, so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data will be contained in the database, so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies.

- **Mobile Parent Application:** We will offer an application that can be downloaded so that parents can access information from the database on their mobile devices. The application will allow parents to monitor their child(ren)'s progress; grades, homework assignments, behavioral data, and attendance records can be accessed on the application. In addition, the application will provide important school information, such as the school bell schedule, lunch menus and payments, and the school calendar of events. In addition, our newsletter, described below, will be included in the application every week, enabling parents to easily stay informed about and engaged in their child(ren)'s educational experience, as well as school policies and events.
- **School Website:** As indicated above, we will maintain a comprehensive website with information about the school's policies, procedures, programming, performance, and events. The school website will be updated regularly to provide timely announcements to students and parents. Links to our social media account(s), school database, parent mobile application download, and newsletter will also be prominently featured on the website so that parents can easily stay informed about the school.
- **Social Media:** Also described above, we will utilize social media, including Facebook, Twitter, and Instagram as means to engage with, and provide timely information to, students and parents. We will post and tweet regularly about parent volunteer opportunities so that parents can stay abreast of the most current opportunities to help in the school. We will also embed links to our school website and database on our home page and profile so that users can access and engage with them easily.
- **Board Meeting Agendas and Minutes:** Following every Board meeting, the meeting agenda and minutes will be promptly uploaded on to our school website so that parents can access them, and be informed about, Board discussions and decisions. Parents may request hard copies of all Board agendas and minutes. Parents will also be encouraged to physically attend Board meetings as a means to stay informed about the school.
- **Advisory Council Reports:** Also explained in detail in the Network Governance section, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. These reports will be available to parents not serving on the council so that they can stay informed about discussions regarding and proposed modifications to the school's policies and procedures.
- **PTO Membership and Meeting Minutes:** Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Parents will be encouraged to volunteer to participate on the PTO. PTO meetings will enable parents to formally convene to discuss ideas, identify concerns,

brainstorm solutions, and offer feedback about the operation of the school. For parents who are unable to participate on the PTO, meeting minutes will be uploaded to the school's website so that all parents can be informed of discussions about and suggested changes to school policies and procedures.

d. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Our mission entails preparing students for higher learning in a safe, caring, and collaborative atmosphere, and our vision revolves around enabling students to succeed in secondary school, college, and in the workplace, and to provide an option for students to enter STEM careers after college completion. As indicated throughout this section, we firmly believe creating strong partnerships with parents is critical to realizing our mission and vision and, ultimately, to our school's success. Robust parent partnerships better ensure that student learning and achievement is reinforced at home. As a means to cultivate these partnerships, as well as provide a source of support to parents in expanding their own skill sets and, in their efforts to support their child(ren)'s academic and social-emotional development and achievement at home, we plan to offer the following the programs:

- **Adult Education Classes:** We will offer a series of language classes and computer classes throughout the school year. Classes will be held once a week for 45 minutes. Language classes will support parents who speak languages other than English in gaining English language proficiency. Computer classes will cover the fundamentals of computer use, as well as how to work in the Google suite and Microsoft Office. For parents who possess more advanced technological skills, classes will support them in earning Apple and Google certifications. Since our school will have a heavy STEM focus, developing parents' technology skills will, in turn, help them support their child(ren)'s mastery of STEM concepts.
- **Parent Academy:** In addition to language and computer classes, we will hold a parent academy – a series of educational and inspirational sessions. Among the topics covered will likely include: How to Help Your Child with Math Homework; Conscious Discipline at Home; Helping Your Child Make Healthy Relationship Choices; Healthy Eating Habits; Mentoring; and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). We fully believe parents are our partners. Our parent academy will strengthen this partnership, as well as support parents in creating healthy learning environments at home.
- **Thanksgiving Food Drive:** While our mission and vision are largely academic in nature, our mission calls for us cultivate a caring environment. We will hold an annual food drive during the month of November to collect food items for families in need. The school will provide turkeys to every family who cannot otherwise afford one. We believe that ensuring every family enjoys a Thanksgiving dinner will contribute to the creation of a caring environment, strengthening the bond between home and school.

1.13 Existing Academic Plan (for existing operators)

In this section:

- a. Describe any key academic plan features for the replication school that will differ from the operator's existing schools.**

We do not intend to implement any key academic plan features that will differ from our existing school.

- b. Explain why you would implement these different features, any new resources they would require, and the rationale for the variation in approach.**

Not applicable.

1.14 Performance Management (for existing operators)

In this section:

- a. If different than the original application, describe any mission-specific educational goals and targets that the organization will have. State goals clearly in terms of the measures or assessments you plan to use.

Since submitting our original middle and high school application submitted in 2009 and our original elementary school application submitted in 2015, we have refined our mission-specific educational goals and targets for our organization. They are:

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
Academic Achievement and Growth			
Math, Reading, Science, Social Studies Achievement & Growth	TNReady	1x/year	Proficiency rates at each grade level and subject will exceed the district average by at least 10 percentage points each academic year. At each grade level and subject, 50% of the students who have been enrolled in an MSE school for three consecutive years will be proficient.
	TVAAS	1x/year	All reporting categories (grades/subjects) will show significant growth, with a combined TVAAS score of a 3 or higher each academic year.
	NWEA MAP	3x/year	60% of students will meet growth targets. Students enrolled in the school for at least three years will score at the 60th percentile or higher.
SCS School Performance Framework	SCS School Performance scoring rubrics	1x/year	All MSE schools will score at least 3.5 out of 5 on SCS' School Performance Framework (which measures academic achievement and growth, college readiness, and school climate).
High School Graduation and College Readiness			
College-Ready	Early Post-Secondary Opportunities (EPSO), ACT, Armed	1x/year	50% of seniors will graduate college-ready.

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
	Services Vocational Aptitude Battery (ASVAB)		
AP and College Courses	Enrollment Numbers	1x/year	40% of students will be enrolled in at least one AP or dual enrollment course.
AP Exams	AP Test	1x/year	The percentage of students passing an AP exam with a score of 3 or above will increase by 5% each year.
College Admissions	ACT	1x/year	40% of students will score at least a 21 on the ACT.
HS Graduation	Student Information System (SIS)	1x/year	95% of MSE seniors will graduate each year.
Post-secondary Matriculation	SIS/College Tracker	1x/year	90% of graduating students will matriculate to a post-secondary institution.
School Climate			
Attendance	SIS	1x/year	>97%
Suspensions	SIS	1x/year	Elementary: <3%; High School: <10%
Expulsions	SIS	1x/year	Elementary: 0%; High School: <1%
Student Retention	SIS	1x/year	>90%
Staff Retention	HR Files	1x/year	>90%
Financial Goals			
Financials	Budget	Monthly	MSE will demonstrate fiscal sustainability and stability through efficient use and monitoring of resources and develop and maintain balanced budgets each year.
Audit	Third Party Audit	1x/year	MSE will ensure that an annual audit is conducted by an independent certified public accountant and contains no material findings.
SCS Operations and Financial Scorecards	SCS Report	1x/year	MSE will score at least a 4 out of 5 on both SCS' Operations and Financial Scorecard each year.

b. Explain how the organization will measure and evaluate academic progress of individual schools within your network throughout the school year.

We will measure and evaluate academic progress of individual schools within our network throughout the school year in the following ways:

- **Benchmark Assessment Scores:** Students are assessed every six weeks in contents and on standards that are tested on State-mandated assessments. The same benchmark assessments are administered at each school, which allows for comparative analysis across schools and accurate monitoring and evaluation of individual schools. Leadership creates all benchmark assessments to ensure every test aligns with, and accurately gauges, students' levels of proficiency and progress toward mastery of standards. Further, we have created a virtual test center, which allows test results to be disaggregated to the question and standard level, as well as by subpopulation, cohort, and individual student levels. Coupled, our benchmark assessment system and ability to disaggregate benchmark data through our test center enables us to closely and accurately monitor and evaluate the academic progress of all students enrolled in each of our schools throughout the year.
- **Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) Growth Results:** All students take NWEA MAP assessments three times year. NWEA MAP is highly regarded and is given in many SCS schools, as well as in schools around the nation. NWEA MAP measures students' proficiency in mathematics, science, reading, and language arts, identifying each student's individual proficiency levels, as well as rate of growth. Since NWEA MAP is a nationally-normed assessment and all students enrolled in schools across our network will be taking it, we can monitor proficiency levels and rates of growth to measure and evaluate the academic progress of individual schools within our network.
- **Teacher Observation Scores:** Every teacher is assigned a coach who conducts frequent informal observations using a standardized tool. In addition to coaches, school-level leadership also completes formal and informal observations on a regular basis. All observers norm and calibrate throughout the year to ensure consistency of scoring across the network. Additionally, coaches and school-level leadership regularly meet to analyze observation data to identify trends, areas of strength, and areas of opportunity – the results of which are then presented to network-level leadership. Every formal observation is scored and documented in TNCompass so that network leadership has access to, and can closely monitor, teachers' observation scores across the network. The database enables network-level leadership to compare observation scores and/or averages at the school level and grade level, as well as by content and/or specific class. Since the provision of high-quality instruction stands as the primary determinant of positive academic outcomes, the systems and mechanisms we have established allow us to closely monitor, as well as respond to, the quality of instruction being provided to our students across our network of schools throughout the school year.
- **Attendance Rates:** Students cannot learn if they do not attend school. As such, network-level leadership vigorously monitors the attendance rates at each school in the network. Attendance is checked on a daily basis; staff also call the homes of absent students every day. If students are chronically absent or otherwise flagged for excessive absences, the Principal and/or counselor meets with the student's parents to determine the root cause of the absences. Once identified, support plans are collaboratively created and implemented to

ensure that students attend school. At the network-level, attendance data is housed in PowerSchool and our database is examined weekly. If attendance rates are cause for concern, student attendance data is disaggregated at the subpopulation, cohort, and individual student levels to identify, and respond to, trends. Network-level leadership works closely with school-level leadership to monitor attendance rates as a means to monitor academic progress throughout the school year.

- c. **Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.**

Underperformance at the school-wide level. If a school underperforms academically as a whole, we will have already flagged the school as being at-risk for underperformance prior to the end of the school year based on the monitoring and evaluation of benchmark scores, NWEA MAP results, teacher observation scores, and/or attendance rates throughout the year. Upon being flagged for underperformance, network-level leadership will engage in a root cause analysis and needs assessment to pinpoint the specific areas and reasons for, as well as remedies to, underperformance. Since the Principal is responsible for, and held accountable to, the academic success of the school, once identified, the Executive Director, in collaboration with the Principal, will create a specific growth plan to remedy underperformance, which will include the following steps and actions:

- **Design a Growth Plan** - the design of the growth plan will include the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Executive Director
- **Implement the Growth Plan** - the implementation of the growth plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Executive Director
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** – the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Underperformance at the classroom level. Since we administer benchmark assessments every six weeks and frequently conduct classroom observations – the results of which are analyzed and uploaded to a network-wide database – as well as engage in regular conversations at the school and network level about instructional trends, strengths, and needs, we will have already flagged a classroom in danger of not meeting student academic achievement expectations or goals prior to the end of the school year. Classroom teachers are responsible for, and held accountable to, the academic success of their students. As such, if a classroom teacher is identified as being at-risk of not meeting academic expectations, the Principal, with support from the Executive

Director, will create a specific improvement plan to remedy underperformance, which will include the following steps and actions:

- **Create an Improvement Plan** - the creation of an improvement plan will entail the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., more frequent coaching, targeted professional development)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Principal
- **Implement the Improvement Plan** - the implementation of the implementation plan will involve the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the academic coordinator
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** – the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy the unsatisfactory performance

Underperformance at the individual student level. As indicated above, we will closely monitor individual student's indicators of, and progress toward, meeting academic expectations and goals throughout the school year. If at any time benchmark results, NWEA MAP scores, and/or attendance rates, as well as other sources of academic data, indicate that a student is underperforming and at risk or struggling to achieve positive academic outcomes, we will immediately do the following:

- **Assign Individualized Tutoring:** As indicated above, students are assessed through benchmark tests every six weeks in contents and standards that are tested by State-mandated assessments. After each benchmark administration, students' scores are analyzed; students whose benchmark results indicate that they require more support are assigned to tutoring. Based on individual students' needs, students are either tutored during the school day during pull-out sessions that typically occur during electives, after school, or on the weekend during Saturday tutoring, which occurs mid-January through mid-April.
- **Refer to Response to Instruction and Intervention (RtI²):** We implement a robust RtI² program to provide effective, individualized support to students who are identified as struggling and/or at risk of underperforming. More specifically, in the event that Tier I instruction and/or individualized tutoring is not meeting the needs of some students, they are referred to the Student Support Team (SST). The SST then convenes, analyzes multiple sources of data, examines the effectiveness of, and progress made through, previously applied supports and interventions, and prescribes appropriate Tier II interventions. The SST monitors the implementation and effectiveness of Tier II interventions; if adequate progress is not made, students will receive Tier III supports, which is also closely progress-monitored.
- **Evaluate for Specialized Services:** In the event that RtI² interventions and supports do not result in sufficient academic progress and/or at students' parents or guardians request,

students are referred for testing to determine if they qualify for specialized services. If evaluation results indicate a need for specialized services, the Special Education Coordinator will work closely with school special education staff to create and implement Individualized Educational Plans (IEPs) to ensure that students receive all necessary and mandated supports and services.

d. Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals?

Plans to monitor performance. We will monitor performance of the portfolio as a whole through the following measures academic, operational, and financial measures and targets.

- **Academic Measures:**

- **SCS School Performance Framework (SPF) Rankings:** We have set a minimum target of 3.5 on our annual SPF rankings.
- **State-Mandated Assessment Results:** We expect that the percentage of students scoring on-track plus mastered on State-mandated assessments will meet our Annual Measurable Objectives (AMOs) every year. Proficiency rates at each grade level and subject will exceed the district average by at least 10 percentage points each academic year. At each grade level and subject, 50% of the students who have been enrolled in an MSE school for three consecutive years will be proficient.
- **Tennessee Value-Added Assessment System (TVAAS) Scores:** We expect that our combined TVAAS score is at minimum a 3 each year.
- **ACT Results:** We established the target of at least an 18.8 average ACT score each year, with 40% of students scoring at least a 21.
- **Graduation Rates:** We have set a minimum of 95% as our target annual graduation rate.

- **Operational Measures:**

- **Student Retention Rates:** We have established a 90% student retention rate as our annual minimum target.
- **Staff Retention Rates:** To be considered satisfactory, we must retain at least 90% of our staff every year.
- **Teacher Recruitment:** We expect that our recruitment efforts result in every vacant position being filled by high-qualified, high-quality candidates.
- **Survey Results:** We have established a 90% satisfaction response rate for all stakeholder groups surveyed.

- **Financial Measures:**

- **Budget:** We will demonstrate fiscal sustainability and stability through efficient use and monitoring of resources and develop and maintain balanced budgets each year.
- **Audit:** We will ensure that an annual audit is conducted by an independent certified public accountant and contains no material findings.
- **SCS Operations and Financial Scorecards:** We will score at least a 4 out of 5 on both SCS' Operations and Financial Scorecard each year.

Actions Taken if the Network Fails to Meet Goals. If the network as a whole fails to meet goals, we will have already flagged the network's collective underperformance prior to the end of the school year based on the monitoring and evaluation of the academic, operational, and financial measures described above in detail. Upon being flagged for underperformance, network-level

leadership, with guidance and oversight from the Board, will engage in a root cause analysis and needs assessment to pinpoint the specific areas and reasons for, as well as remedies to, underperformance. Since the Executive Director is responsible for, and held accountable to, the success of the network, once identified and analyzed, the Board will act swiftly, enacting steps such as:

- **Design a Corrective Action Plan** - the design of the corrective action plan will include the following:
 - Outline a needs assessment and root cause analysis, as well as specific and measurable actions, expectations, and desired outcomes
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Board of Directors
 - **Implement the Corrective Action Plan** - the implementation of the corrective action plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Board of Directors
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
 - **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance
- e. **Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.**

Readiness to Grow. We assessed our readiness to grow based on three primary factors: our track record of consistent success academically, operationally, and financially as described below:

- **Academic Success:** As explained throughout this section, we have consistently been academically successful since 2014 as evidenced by the following measures and indicators:
 - **SCS School Performance Framework Ranking:** On SCS' School Performance Framework in 2017-18, we ranked #12 of 82 middle and high schools in the district, and #8 of 42 high schools.
 - **State-Mandated Assessment Results:** Since opening, we have consistently improved our State-mandated assessment scores. Further, our scores have been in the top 10% of all SCS since 2014.
 - **Tennessee Value-Added Assessment System (TVAAS) Scores:** We have consistently achieved strong TVAAS scores over the past 8 years, achieving a level 4 or 5 in seven of the last eight years.
 - **ACT Results:** We have significantly increased our ACT average score over the past 5 years (from 13.8 in 2014 to 18.8 in 2018). We are in the top quartile of all SCS high schools for ACT average. We also rank #5 among all SCS high schools in terms of the percentage of graduates who are college-ready. These successes contributed to MSE being recognized by US News and World Report, which ranked us the #1 charter high school in Tennessee and #26 among all high schools in the State.

- **Graduation Rates:** Since our first graduating class in 2014, we have consistently graduated nearly 100% of seniors. More specifically, we achieved graduation rates of 100% from 2014-16 as well as in 2018, and a 98% graduation rate in 2017. Further, in 2018, 100% of graduates were accepted into a 4-year college, the majority of whom participated in the TN Promise Program and collectively earned more than \$6M in scholarships.
- **SCS Operational Scorecard:** MSE received the highest operational scorecard among all charter schools in 2016², 2017³, and 2018⁴.
- **Extracurricular Offerings:** We believe that extracurricular activities contribute to our students' success and positive learning outcomes. Accordingly, we have successfully established numerous extracurricular activities for students, providing them with the opportunity to participate in a number of sports, including volleyball, basketball, soccer, track, cross-country, baseball, softball, bowling, and cheerleading. Participation in athletics position students to gain critical skills that translate to the classroom, including collaboration, cooperation, and teamwork. We also have multiple clubs that students may join such as Drama, Robotics, Math Counts, Science Olympiad, National Junior Honor Society, National Honor Society, Student Council, Destination Imagination, Chess, Board Games, Bingo, and Girl Scouts. Like sports, clubs encourage students to collaborate and work together. In addition, clubs reinforce and extend academic learning; for example, students in the robotics club apply principles and concepts learned during their mathematics, science, and technology classes.
- **Operational Success:** We have a solid history of operational success since our organization's establishment in 2010 as indicated by the following measures and indicators:
 - **Student Retention Rates:** We have historically retained the vast majority of our students. More specifically, we have maintained an approximate 90% student retention rate from year-to-year – one of the highest in the district.
 - **Staff Retention Rates:** For the past five years, our average staff retention rate is 85%, which, coupled with consistently positive staff survey results, indicates that our staff believes and is invested in our school.
 - **Teacher Recruitment:** As explained thoroughly in the Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation section, we have developed and implemented comprehensive teacher recruitment plans. Our recruitment efforts have consistently resulted in the hiring of high-quality teachers in both of our schools currently in operation, as evidenced by our consistently high TVAAS scores.
 - **Staff Development:** We have successfully implemented a program entitled, “Grow Your Own Administration” at our two schools currently in operation. The program targets teachers who have expressed interest in building capacity around leadership skills, indicated the desire to transition to administration in the future, and have at least two years of teaching experience with track records of success educating students and working with parents. Once identified, teachers will complete a formal tuition and service

² <http://www.scsk12.org/calendar/files/2016/2016-Charter-Report.pdf>

³ <http://www.scsk12.org/charter/files/2017/2017-CHARTER-ANNUAL-REPORT.pdf>

⁴ <http://www.scsk12.org/charter/files/2018/2018-CHARTER-REPORT.pdf>

agreement, and school leadership will work with candidates to pinpoint the leadership programs best suited for their current skill sets and desired leadership outcomes and roles. Once candidates are enrolled in leadership programs, MSE will reimburse tuition of up to \$10,000 per year for up to three years. To date, six staff members have successfully completed the program, and five more are currently participating in the program. We intend to utilize graduates of the program in key leadership roles at our proposed school. Since our proposed school will replicate the exact grade structure and focus of our existing schools, these future leaders have valuable, extensive experience with our mission, vision, model, academic and cultural programming, policies, and procedures. Such institutional knowledge and experience coupled with the skills learned through the successful completion of their leadership programs will better ensure the smooth opening and operation of our school.

- **Virtual Test Center:** We created an electronic test center that enables teachers to enter tests and have scantrons created and graded by the center. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. Providing our teachers with the ability to disaggregate data in multiple ways and student groupings has cultivated a robust culture of data-driven instruction, which has greatly contributed to our success.
- **School Database:** We created a comprehensive database that successfully enables parents to access information about their child(ren). Teachers post upcoming class activities, assignments, and projects, as well as record students' grades so that parents can receive timely updates about their child(ren)'s progress and achievement. Assessment data are also housed on the database, so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data is contained in the database, so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies. Further, the database serves as a direct link between teachers and students. Teachers and parents leave notes for and send electronic communications to each other, enabling frequent and fluid communications. One-hundred percent of our parents have completed the registration process to access our database, and 70% use it at least once a week.
- **Parent Mobile Application:** We offer an application that can be downloaded so that parents can access information from the database on their mobile devices. The application allows parents to monitor their child(ren)'s progress as grades, homework assignments, behavioral data, and attendance records can be accessed on the application. In addition, the application provides important school information, such as the school bell schedule, lunch menus and payments, and the school calendar of events. In addition, our newsletter, described below, is included in the application every month, enabling parents to easily stay informed about, and engaged in, their child(ren)'s educational experience, as well as school events and happenings.
- **Survey Results:** We administer surveys to our staff, parents, and students every year to collect qualitative data about the state of the school. Surveys ask stakeholders to provide input around, as well as rate, various aspects of our school, including leadership, the

academic program, and culture and climate, among other indicators. Survey data consistently indicates that staff, parents, and students approve of, and enjoy, our school.

- **Financial Success:** Since our organization's inception in 2010, we have maintained a solid track record of financial success as evidenced by the following indicators and measures:
 - **Budget Surplus:** MSE has achieved a budget surplus every year since its founding in 2010.
 - **Strong Balance Sheet:** The balance sheet is strong and reflects that the organization has more than 60 days of cash on hand.
 - **Clean Audits:** MSE has received clean audits every year since inception.
 - **Financial Scorecard:** MSE scored a 4.5 out of 5 on SCS' Financial Scorecard, indicating strong financial health per the following:
 - Clean and timely audit
 - Timely submission of budget and financial reports to authorizer
 - Timely filing of tax return
 - Healthy financial ratios

Circumstances to Delay or Modify Growth Plans. While we do not intend to grow beyond the two schools that we are proposing in separate charter applications this year, we have established the following thresholds to ensure that our network maintains academic, operational, and financial success. In the event that we decide to expand our network in the future, these thresholds will also serve to inform us about the viability of expansion. Accordingly, if we were planning to expand, we will delay or modify our growth plan under the following circumstances:

- **Academic Circumstances:** In the event that our academic performance drops over multiple consecutive years, we will likely delay or modify growth plans. The measures below specify the outcomes that would result in delay or modification:
 - **SCS School Performance Framework (SPF) Rankings:** Not meeting our target of 3.5 on our annual SPF rankings for 2 consecutive years.
 - **State-Mandated Assessment Results:** Not achieving our Annual Measurable Objective (AMO) for 2 consecutive years.
 - **Tennessee Value-Added Assessment System (TVAAS) Scores:** Not earning a minimum 3 TVAAS combined score for 2 consecutive years.
 - **ACT Results:** Not achieving our target of at least an 18.8 average ACT score for 2 consecutive years.
 - **Graduation Rates:** Not achieving a graduation rate of 95% for 2 consecutive years.
- **Operational Circumstances:** If factors contributing to our operational success begin to underperform, we would likely delay or modify growth plans as indicated below:
 - **Student Retention Rates:** In the unlikely event that our student retention rate dropped below 80% for 2 consecutive years, we would re-examine our growth plans until we recovered and stabilized our retention rates.
 - **Staff Retention Rates:** If our staff retention rates fell below 80% for 2 consecutive years, we would modify our growth plans to identify, analyze, and remediate the causes contributing to declining staff retention.
 - **Staff Recruitment:** We have a robust teacher recruitment program as outlined in the Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation section. Our recruitment plans have consistently proved successful year-after-year; we have

consistently hired high-quality staff to fill all instructional positions as they become vacant. However, in the event that our recruitment efforts do not produce a pool of highly-qualified candidates from which to hire, resulting in multiple instructional vacancies, we would examine our growth plans and delay and modify, as needed, to allow us to examine and adjust our recruitment program to ensure that we are able to attract and hire high-quality teachers to fill all needed positions.

- **Staff Development:** As described above, we have implemented a “Grow Your Own Administration” program, from which six staff members have graduated. These graduates will be strategically placed in leadership roles to leverage their institutional knowledge of, and experience with, our mission, vision, academic and cultural programming, and general operation of the school and network. In the unlikely event that these teachers decided that they do not want to assume the leadership roles for which they are slated, we would analyze our growth plan and delay and modify, as needed, to secure highly-qualified candidates to fill leadership positions within the school and network.
- **Survey Results:** We administer surveys to our staff, parents, and students every year to collect qualitative data about the state of the school. Surveys ask stakeholders to provide input around, as well as rate, various aspects of our school, including leadership, the academic program, and culture and climate, among other indicators. Survey data consistently indicates that staff, parents, and students approve of, and enjoy, our school.
- **Financial Circumstances:** If factors contributing to our financial success were to decline and underperform, we would likely delay or modify our growth as indicated below:
 - **Budget Surplus:** If we did not maintain a surplus for two consecutive years, we would likely delay or modify our growth plans to analyze financial projections and implement any needed allocation adjustments to ensure the financial sustainability of the organization.
 - **Strong Balance Sheet:** If we did not have at least 60 days of cash of hand, we would likely delay growth to build a stronger financial foundation for growth.
 - **Clean Audits:** If we did not receive a clean audit, we would likely delay or modify our growth plan to implement any and all needed solutions to remedy all adverse audit findings.
 - **SCS Financial Scorecard:** If we do not receive a minimum score of 4 on SCS’ Financial Scorecard for 2 consecutive years, we would likely delay or modify our growth plans to identify, analyze, and remediate the causes contributing to declining scorecard scores.

Section 2: Operations Plan Design and Capacity

Section 2.11 Network Vision, Growth Plan, & Capacity

- (a) Describe the network’s strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.**

Memphis School of Excellence’s strategic vision is to enable students to succeed in secondary school, college and in the workplace, and to provide an option for students to enter Science, Technology, Engineering, and Math (STEM) careers after college completion.

The organization is seeking to create two separate K-12 feeder patterns in the city: Hickory Hill, where the organization is currently operating a K-5 elementary charter and a grades 6-12 middle and high school charter; and Cordova, where the organization is planning to open a new K-5 elementary charter and a new grades 6-12 middle and high school charter. MSE is submitting two charter applications to Shelby County Schools by April 1, 2019 to open these two new charter schools in the Cordova area in 2020.

The rationale for selecting the Cordova community where the proposed schools will locate revolves around helping to alleviate the problem of over-enrollment of the public schools currently in operation in that area and offering additional high-quality options to students and families in Cordova -- particularly high-quality options with a STEM focus.

The Cordova area of Memphis has experienced rapid commercial and residential growth, which has yet to slow. Continued growth of both businesses and households is predicted to further populate the Cordova neighborhood in the upcoming years. While commercial facilities and housing developments have been built in response to this growth, the creation of enough new schools to accommodate the growing number of school-aged children, as well as provide families with school choice, has not kept pace with demand.

What’s more, while a number of public schools in the Cordova area are performing well, some are not. Two elementary schools in the area received a TVAAS composite score of 1 (the lowest rating); both of the middle schools in the Cordova area are underperforming the district and State in mathematics, with one of the middle schools also receiving a TVAAS composite score of 1. Also, the only high school in the area (Cordova High School) was significantly below the district and State’s average for ELA and mathematics proficiency and earned a TVAAS composite score of 1.

MSE believes that it will provide additional high-quality options in the Cordova area -- given the organization’s strong academic track record to date.

- On SCS’ School Performance Framework (SPF) in 2017-18, MSE ranked #12 of 82 middle and high schools in the district and #8 of 42 high schools across SCS.
- In 2016-17, MSE was ranked #4 among all the district’s high schools on the SPF.
- In math and reading/language arts proficiency, MSE has performed in the top 20% of all middle and high schools in the district over the past two academic years.

- MSE has consistently achieved strong TVAAS scores (Level 4 or 5 in seven of the last eight years).
- Since its first high school graduating class in 2014, the school has graduated nearly 100% of its students each year and almost 100% of its graduates have been accepted into post-secondary institutions. During that same timeframe, the school's ACT Scores have improved from 13.8 to 18.8.

While MSE's current elementary school in Hickory Hill does not yet have State tests results, it replicates the best practices of the middle and high school; MSE elementary students showed great improvements on school benchmark tests during the 2017-18 school year.

After the growth of two new charter schools in Cordova in 2020, Memphis School of Excellence will be serving approximately 1,700 students in the Hickory Hill and Cordova areas and graduating each year more than 125 students who will be prepared for college and STEM-related fields.

MSE does not anticipate expanding further within the next five years.

School Opening and Enrollment Summary

School	Year Opened	Grade structure (at full capacity)	Enrollment				
			2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
MSE Middle and High	2010	6-12	485	485	513	513	513
MSE Elementary	2017	K-5	286	372	372	372	372
MSE Elementary Cordova	2020	K-5	0	190	260	285	310
MSE Middle and High Cordova	2020	6-12	0	225	300	375	450

(b) If the existing portfolio or growth plan includes schools in other States, explain specifically how Tennessee fits into the overall growth plan.

Not applicable.

(c) Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

To prepare for the growth of additional schools, Memphis School of Excellence is creating a network-level team that will ensure the Network and each of its schools has the tools, resources,

experience, and expertise to effectively implement the academic program and achieve the organization’s goals, as well as effectively manage operations and financial resources.

These positions, their responsibilities, and start year at the network-level are included in the following table.

Position	Start Year (at Network Level)	Responsibilities
Executive Director	2019-20 (position begins at the Network level one year prior to the opening of the Cordova Elementary and Middle/High campuses)	The Executive Director is responsible for making high-level strategic decisions, including the oversight and hiring of network-level leadership and Principals, the establishment of organization-wide expectations, and implementation of organizational systems, business processes, and academic and cultural programming—all of which must align with, and support, MSE’s mission and vision. The Executive Director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems.
Directors of Operations	2019-20 (position begins at the Network level one year prior to the opening of the Cordova Elementary and Middle/High campuses)	The Director of Operations provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. The Director of Operations also assists the Executive Director with the oversight of school Principals and the Director of Academics. In addition to providing support to, and receiving training from, the Executive Director, the Director of Operations supports the Technology Coordinator and Human Resources and supports the Federal Programs Manager to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes.

Director of Academics	2019-20 (position begins at the Network level one year prior to the opening of the Cordova Elementary and Middle/High campuses)	The Director of Academics is responsible for overseeing, implementing, and supporting the network's academic programming, including instruction, assessment, and professional development. While the Executive Director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the Director of Academics is also held accountable for the academic performance of each school. The Director of Academics oversees the network's instructional coaches, as well as manages the Academic Coordinators at the school level. Additionally, the Director of Academics is responsible for the oversight of Response to Instruction and Intervention (RtI ²), special education, English language learner, and gifted and talented programming
Director of Finance	2021-22 (position begins at the network-level upon the opening of the Cordova Elementary and Middle/High campuses)	The Director of Finance is responsible for the financial health and sustainability of the network. The Director of Finance oversees the financial aspects of the network, including budget development, payroll preparation, accounts payable and receivable, and grant reimbursements. The Director of Finance also reports monthly to the Tennessee Consolidated Retirement System. The Director of Finance works closely with the Executive Director to ensure that budget allocations reflect and support the operational and academic needs of the network. The Director of Finance, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions.
Technology Coordinator	2019-20 (position begins at the Network level one year prior to the opening of the Cordova Elementary	The Technology Coordinator oversees all technology-related functions across the network, including supporting the implementation of educational technology initiatives, the installation of technology tools

	and Middle/High campuses)	and systems, management and maintenance of technological systems and equipment, oversight of technological inventory, and provision of technology support to schools and individuals across the network. The Technology Coordinator also works with the PowerSchool and Engagement Coordinator to support the technological needs around effectively implementing PowerSchool.
PowerSchool and Engagement Coordinator	2019-20 (position begins at the Network level one year prior to the opening of the Cordova Elementary and Middle/High campuses)	The PowerSchool and Engagement Coordinator will be tasked with overseeing the implementation of PowerSchool across the network. The PowerSchool and Engagement Coordinator ensures that PowerSchool is effectively employed to house and manage student data, including grades and attendance records. The PowerSchool and Engagement Coordinator lends robust direct support to school leaders and staff across the network in the effective and proper utilization of the PowerSchool database and receives technological support from the Technology Coordinator. The PowerSchool and Engagement Coordinator also oversees student, parent, and staff engagement activities, as well as the network's home visit program.
Human Resources and Federal Programs Manager	2020-21 (position begins at the network-level upon the opening of the Cordova Elementary and Middle/High campuses)	The Human Resources and Federal Program Manager is responsible for maintaining and enhancing the network's human capital through the planning, implementation, and evaluation of staff relations and human resource programs, practices, and policies. The Human Resources and Federal Program Manager also ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager is also tasked with overseeing the Principals in the implementation of all relevant federal programs to ensure full compliance with all

		applicable rules, regulations, requirements, and laws.
Special Education Coordinator	2020-2021 (position begins at the network-level upon the opening of the Cordova Elementary and Middle/High campuses)	The Special Education Coordinator oversees the special education program and services across the network. With support from the Director of Academics, the Special Education Coordinator supports all schools operating within the network: in ensuring full legal compliance; in creating, implementing, monitoring, and updating individual education plans; and in ensuring students receive all needed and mandated modifications, accommodations, services, and supports. The Special Education Coordinator also oversees the execution of RtI ² and gifted learner programming.
English as a Second Language (ESL) Coordinator	2020-2021 (position begins at the network-level upon the opening of the Cordova Elementary and Middle/High campuses)	The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across the network. The ESL Coordinator supports schools operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Academics to ensure that language learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the Special Education Coordinator to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services.
4 Middle/High Instructional Coaches (Math 6-12; English 6-12; Science 6-12; Social Studies 6-12)	2020-21 (positions begin at the network-level upon the opening of the Cordova Elementary and Middle/High campuses)	Instructional coaches are responsible for supporting and coaching teachers to ensure the delivery of high-quality instruction across the network. Instructional coaches work closely with the Director of Academics and Academic Coordinators to support teachers in planning and implementing instruction. Instructional coaches conduct frequent

		informal observation and coaching cycles to refine and, when necessary, remediate teacher performance.
Instructional Coach (K-5)	2021-2022	The instructional coach is responsible for supporting and coaching teachers to ensure the delivery of high-quality instruction across the network. The instructional coach works closely with the Director of Academics and Academic Coordinators to support teachers in planning and implementing instruction. The instructional coach conducts frequent informal observation and coaching cycles to refine and, when necessary, remediate teacher performance.

In addition to the positions detailed above (who will provide support to all four schools in the network), MSE has a strong leadership structure established at each school. The school leadership teams will be responsible for the day-to-day academic and operational functioning of the schools.

For the two new schools being opened in Cordova, founding Principals will start in January of the planning year to participate in essential pre-opening activities.

These key positions include:

- **Principal:** The Principal is responsible for, and given the autonomy to lead, the day-to-day academic and operational functioning of the school. Among the responsibilities of the Principal is hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming, and cultivating a safe and positive school culture and learning environment. The Principal reports to, receives support from, and is evaluated by the Executive Director or Director of Operations.
- **Academic Coordinator:** While the Principal is responsible for, and held accountable to, the school's academic performance, with support from the Director of Academics, the Academic Coordinator is tasked with directly implementing the school's academic program. The Academic Coordinator works closely with instructional staff, supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The Academic Coordinator also oversees the creation and implementation of teacher improvement plans. The Academic Coordinator reports to, receives support from, and is evaluated by the Principal. The Academic Coordinator also receives support from the Director of Academics.
- **Dean of Students:** The Dean of Students is responsible for overseeing the cultural and behavior management aspects of the school. The Dean of Students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The Dean of Students also handles all discipline-related issues. The Dean of Students reports to, receives support from, and is evaluated by the Principal.

- **Counselor:** The counselor is responsible for tracking and making recommendations about student attendance, truancy, and transcript data. In addition, a primary component of our school culture is emphasis on college readiness. The counselor works in collaboration with grade-level teachers and closely with students directly around college readiness and their progress towards matriculation.

To ensure all network-level and school-level leadership positions have the capacity, skill sets, and resources needed to effectively implement the organization’s academic and operational plans, MSE has a robust set of strategies around bench development, as well as established professional development activities (as more detailed in Section 2.16):

- **Cross-training among organizational leadership positions** - MSE strategically embeds cross-training tasks and duties in the roles and responsibilities of other network-level leadership positions to ensure that individuals in MSE are ready and able to assume other network-level leadership roles if needed. For instance, the Director of Finance works closely with the Director of Operations in understanding the operational processes and needs of the organization. The Special Education Coordinator and ESL Coordinator work closely with, and receive training from, the Director of Academics who, in turn, receives training and development in supporting and evaluating staff.
- **“Grow Your Own Administration”** - For teachers expressing an interest in school leadership or administrative roles, MSE provides funding support and matches staff with established leadership training programs to develop their skill sets. This initiative will be particularly important and effective as MSE launches new schools.
- **Preparation and development of school-level leadership** - Organization-level leadership works closely with school-level leadership, especially with the Principal and Academic Coordinator. Such collaboration not only ensures that school-level leadership receives ample support in executing their current roles, but it also provides valuable development and training in the event a school-level leader is tasked with assuming an network-level leadership role.
- **Coaching support for teachers** - MSE will utilize instructional coaches at the network level (in addition to the Academic Coordinators) to provide observation and ongoing instructional support to teachers at the classroom level. Teachers are also provided with timely assessment data (via the test center) to analyze student achievement and make instructional adjustments as needed.

We believe that the collection of these strategies – the establishment of a network support team, strong instructional leadership teams at each school site, and a robust set of bench development and professional development strategies – equips MSE with the necessary capacity to successfully operate four charter schools and achieve strong academic results.

Evidence of this capacity is further bolstered in the context of a strong academic and operational track record (as discussed in subsection [a] and detailed in SCS’s School Performance Framework and Operational and Financial Scorecards) and the historically high staff retention rates at MSE, which ensures the continuity of organizational knowledge and continuity and MSE.

(d) If applicable, list any schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.

Not applicable.

(e) Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered and how you have addressed them.

Not applicable.

(f) Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.

There are a number of risks, both internal and external, that pose challenges to Memphis School of Excellence and to any organization opening new charter schools. Identifying risks and taking concrete steps to mitigate those risks is critical in MSE being able to successfully achieve its desired goals and outcomes. Those risks include:

- **Talent Recruitment** - In growing its network of schools, it is critical to have education talent at all levels of the organization – network -level, school leadership and administration, teachers, and support staff. To ensure that MSE has the human capital to successfully achieve its desired outcomes, it is establishing a number of strategies to recruit/retain talent – see more detail in Section 2.16 (Personnel/Human Capital):
 - Advertising through print, radio, and online media outlets; school leader and teacher preparation programs; universities; and education job sites.
 - Attending job fairs (Teach901, Christian Brothers University)
 - Networking with local colleges and universities that produce teacher candidates (University of Memphis, Rhodes, CBU, Relay Graduate School)
 - Developing relationships with local education organizations (Memphis Teacher Residency, Teach For America)
 - Leveraging referrals from current MSE employees
 - Utilizing current talent at MSE for its new charter schools opening in Cordova.
- **Student Recruitment** - Being able to attract students and families is important for the academic and operational success and financial sustainability of the organization. MSE has been successful in recruiting and retaining families at its schools in Hickory Hill since inception, with a student retention rate of nearly 90%. The organization is seeking to open charter schools in a different area of the city (Cordova) from which it has been serving families. To build relationships in the Cordova community, Memphis School of Excellence is engaging in a number of community engagement activities: visiting community centers and hubs (i.e., faith-based organizations, businesses, feeder schools); conducting open houses; and placing advertisements in print and through online media platforms and social media.
- **Facilities and Funding** - As described in subsection (g) below, MSE is intending to purchase the Harding Academy campus in Cordova to house the two new charter schools (elementary and middle and high) it is planning to open in Cordova in 2020 . MSE does not take for granted securing the resources to effectuate the purchase and is actively engaging with lenders a

year-and-a-half before the schools open to ensure it has the financing to purchase and move into its new campus in the summer of 2020. In addition, MSE has carefully crafted a multi-year budget to ensure it can operate its network office and its schools in a financially sustainable manner in the short- and long-term.

- **Local and State-wide charter policies and regulations** - MSE recognizes that it operates in a policy and regulatory environment that, periodically, is subject to change. These changes can have a positive or negative impact on the environment in which MSE operates its schools (e.g., funding impact, impact on student eligibility). MSE continually monitors the policy and regulatory environment at the local, State, and national level to ensure that it is in compliance and that it is acting as an effective and responsible steward of public resources and serving its students and families well.

(g) If you have already identified a charter school facility, indicate the location(including street address and school zone). Describe the facility, including whether it is new construction or part of an existing public or private school building. If a facility has not been identified, indicate any existing possibilities and the process that will be used to find a suitable facility. Include a timeline for facility selection and requisition.

MSE is intending to purchase the Harding Academy campus in Cordova (located at 8360 Macon Road, Cordova, TN 38018) and has already committed earnest money to give it the option (expiring in December 2019) to purchase the property. The Harding Academy campus has two separate building, totaling approximately 90,000 square feet and 20 acres and would have the capacity to house the new elementary charter and middle and high school charter over the long-term. MSE is holding conversations with a local banking institution to secure funding to purchase the facility and will move forward with the purchase upon approval of the two charter applications (elementary, and middle and high school).

(h) Provide, as Attachment L, the organization's most recent annual report.

See Attachment L.

2.12 Network Management (for existing operators)

In this section:

a. Identify the organization's leadership team and their specific roles and responsibilities.

Network-level leadership will oversee and support all MSE schools. With guidance and support from organization-level leadership, school-level leadership will lead the day-to-day operational and academic functioning of the school. As such, our organizational structure will include:

Network-level Leadership

- **Executive Director:** The Executive Director serves as the leader of the network and is ultimately responsible for ensuring that the network as a whole, as well as each school within the network, succeeds. The Executive Director oversees and supports Principals and ensures that they run effective, high-quality schools. As such, the Executive Director is tasked with making high-level, strategic decisions, including the oversight and hiring of network-level leadership and Principals, establishment of organization-wide expectations, implementation of organizational systems, business processes, and academic and cultural programming – all of which must align with, and support, MSE's mission and vision. The Executive Director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems. The Executive Director is responsible for cultivating a healthy culture across the organization – one of accountability, collaboration, and collegiality. The Executive Director reports to, receives support from, and is evaluated by the Board of Directors.
- **Director of Operations:** The Director of Operations provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. The Director of Operations also assists the Executive Director with the oversight of Principals and the Director of Academics. In addition to providing support to, and receiving training from, the Executive Director, the Director of Operations supports the Technology Coordinator and Human Resources and supports the Federal Programs Manager to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes. The Director of Operations reports to, receives support from, and is evaluated by the Executive Director.
- **Director of Academics:** The Director of Academics is responsible for overseeing, implementing, and supporting the network's academic programming, including instruction, assessment, and professional development. While the Executive Director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the Director of Academics is also held accountable for the academic performance of each school. The Director of Academics oversees the network's instructional coaches, as well as manages the Academic Coordinators at the school level. Additionally, the Director of Academics is responsible for the oversight of Response to Instruction and Intervention (RtI²), special education, English language learner, and gifted and talented programming. Accordingly, the Director of Academics oversees and provides support to the Special Education Coordinator and English-as-a-Second Language Coordinator to ensure that students with special needs and who are English language learners receive

curricular and instructional support, accommodations, modifications, and language services as mandated by law and as outlined in individual education plans and language learner plans. The Director of Academics reports to, receives support from, and is evaluated by the Executive Director.

- **Director of Finance:** The Director of Finance is responsible for the financial health and sustainability of the network. The Director of Finance oversees the financial aspects of the network, including budget development, payroll preparation, accounts payable and receivable, and grant reimbursements. The Director of Finance also reports monthly to the Tennessee Consolidated Retirement System. The Director of Finance works closely with the Executive Director to ensure budget allocations reflect and support the operational and academic needs of the network. The Director of Finance, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions. The Director of Finance reports to, receives support from, and is evaluated by the Executive Director.
- **Special Education Coordinator:** The Special Education Coordinator is tasked with overseeing the special education program and services across the network. With support from the Director of Academics, the Special Education Coordinator supports all schools operating within the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individual education plans; and in ensuring that students receive all needed and mandated modifications, accommodations, services, and supports. The Special Education Coordinator also oversees the execution of RtI² and gifted learner programming. The Special Education Coordinator reports to, receives support from, and is evaluated by the Director of Academics.
- **English as a Second Language (ESL) Coordinator:** The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across the network. The ESL Coordinator supports schools operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Academics to ensure that language learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the Special Education Coordinator to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services. The ESL Coordinator reports to, receives support from, and is evaluated by the Director of Academics.
- **Technology Coordinator:** The Technology Coordinator oversees all technology-related functions across the network, including supporting the implementation of educational technology initiatives, the installation of technology tools and systems, management and maintenance of technological systems and equipment, oversight of technological inventory, and provision of technology support to schools and individuals across the network. The Technology Coordinator also works with the PowerSchool and Engagement Coordinator to support the technological needs around effectively implementing PowerSchool. The Technology Coordinator reports to, receives support from, and is evaluated by the Director of Operations.
- **PowerSchool and Engagement Coordinator:** The PowerSchool and Engagement Coordinator will be tasked with overseeing the implementation of PowerSchool across the network. The

PowerSchool and Engagement Coordinator ensures that PowerSchool is effectively employed to house and manage student data, including grades and attendance records. The PowerSchool and Engagement Coordinator lends robust direct support to school leaders and staff across the network in the effective and proper utilization of the PowerSchool database and receives technological support from the Technology Coordinator. The PowerSchool and Engagement Coordinator also oversees student, parent, and staff engagement activities, as well as the network's home visit program. The PowerSchool and Engagement Coordinator reports to, receives support from, and is evaluated by the Executive Director.

- **Human Resources and Federal Programs Manager:** The Human Resources and Federal Program Manager is responsible for maintaining and enhancing the network's human capital through the planning, implementation, and evaluation of staff relations and human resource programs, practices, and policies. The Human Resources and Federal Program Manager also ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager is also tasked with overseeing the Principals in the implementation of all relevant federal programs to ensure full compliance with all applicable rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager reports to, receives support from, and is evaluated by the Executive Director.

School-level Leadership:

- **Principal:** The Principal is responsible for, and given the autonomy to lead, the day-to-day academic and operational functioning of the school. Among the responsibilities the Principal is tasked with are hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming, and cultivating a safe and positive school culture and learning environment. The Principal reports to, receives support from, and is evaluated by the Executive Director or Director of Operations.
- **Academic Coordinator:** While the Principal is responsible for, and held accountable to, the school's academic performance, with support from the Director of Academics, the Academic Coordinator is tasked with directly implementing the school's academic program. The Academic Coordinator works closely with instructional staff, supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The Academic Coordinator also oversees the creation and implementation of teacher improvement plans. The Academic Coordinator reports to, receives support from, and is evaluated by the Principal. The Academic Coordinator also receives support from the Director of Academics.
- **Dean of Students:** The Dean of Students is responsible for overseeing the cultural and behavior management aspects of the school. The Dean of Students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The Dean of Students also handles all discipline-related issues. The Dean of Students reports to, receives support from, and is evaluated by the Principal.
- **Counselor:** The counselor is responsible for tracking and making recommendations about student attendance, truancy, and transcript data. In addition, a primary component of our school culture is emphasis on college readiness. The counselor works in collaboration with

grade-level teachers and closely with students directly around college readiness and their progress towards matriculation.

- b. Provide, as Attachment M, the organization charts for Year 1 networks as a whole (including both network management and schools within the network). Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with a charter management organization clearly show the provider’s role in the organizational structure of the school.**

See Attachment M.

- c. Explain any shared or centralized support services the network organization will provide to schools in Tennessee. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract).**

Services to be provided. To ensure each MSE school has strong academic, operational, and financial support, MSE’s Network office and team will provide services to MSE’s schools in the form of:

- Shared professional development opportunities for school leaders, teachers, and staff members (coordinated by the Network leadership team)
- Curriculum selection and design (and standards for development of unit and lesson plans, pacing, and level of rigor)
- Data management (i.e., test center and analysis of formative and summative assessments; student enrollment, attendance, transfer, and withdrawal data; local, State, and federal compliance reporting)
- Accounting and budget management
- Vendor management and procurement
- Information Technology (IT) management (computers, equipment)
- Facilities management and maintenance (including financing and funding to secure school facilities)
- Human Resources management
 - Staff recruitment and hiring
 - Payroll processing and benefits administration
- Student recruitment
- Fundraising (for the organization on behalf of MSE schools)
- Community relations

The services provided by the Network office are carried out by the network leadership team, who provide a breadth of experience and skill sets around the service areas outlined above.

Cost and allocation of services. Schools will share in the costs of the network office (staffing, operating expenses) pro rata based on each school's percentage of the organization's total student enrollment. For example, if one of MSE school's enrollment is 25% of the enrollment of all MSE schools, that school would pay 25% of the network office's expenses from the school's Basic Education Payment revenue.

The following table summarizes the costs of the network office over the next five years.

Fiscal Year	Network costs
2019-2020	~\$632K
2020-2021	~\$1.1M
2021-2022	~\$1.2M
2022-2023	~\$1.3M
2023-2024	~\$1.5M

Service goals. Memphis School of Excellence is seeking to create a network and a K-12 feeder pattern that deeply serves several communities in the Memphis area: Hickory Hill and Cordova.

By creating a network support team and office, MSE is seeking to leverage resources, experience, and expertise to ensure academic leaders, teachers, and staff can focus on driving student achievement, and that they have professional development and coaching, curricular materials, financial resources, and effective operational processes to support them in that effort.

As such, the service goals of the network support team are to:

1. Provide professional development and other learning opportunities for school leaders and teachers to allow them to grow as educators ("Grow Your Own Administration program" is one example). As a network, MSE educators will have access to a vast array of learning opportunities from within the network and outside the network.
2. Provide access to a robust set of curricular resources and materials aligned to Tennessee State standards, and provide effective frameworks, standards, feedback, and coaching around unit and lesson plan development and data-driven instructional cycles.
3. Provide access to, and analysis of, student achievement data and trends.
4. Provide Human Resources (HR) management (recruiting, on-boarding, payroll systems, benefits) to ensure MSE schools have the education talent to meet its vision and mission.
5. Provide the financial resources (and help individual school leaders prioritize spending) to maximize teaching and learning in the school. This includes fundraising on behalf of the needs of MSE's individual schools.
6. Provide an efficient system of procurement to ensure that each MSE school has the supplies, materials, and equipment to operate effectively.
7. Provide well-maintained and functioning facilities that support teaching and learning in the school and that provides students with an array of enrichment activities, clubs, and sports.
8. Assist MSE schools with student recruitment efforts to ensure that each school is fully enrolled each year.

Service delivery success measures. To measure how the network office is doing in terms of school support, a survey will be administered to school level leaders, teachers, and staff at least two times per year with a series of satisfaction-related questions around the service goals

mentioned above (with opportunities for comments and feedback). For example, questions will address whether, and to what extent, schools feel supported by the network in professional development, curricular resources, HR management, budgeting and financial management, facilities, and student recruitment. In addition to formal surveys, MSE will create informal feedback loops in which the network team and school-level personnel communicate (in-person and via written communications) on the effectiveness of support services.

Finally, MSE will develop a monthly dashboard to continuously evaluate quantitative measures around its support services. Dashboard metrics would include:

- Frequency and types of professional development (and percentage of participation from school level staff)
- Monitoring of any instances of procurement delays, absence of materials, supplies, and equipment
- Teacher evaluation (coaching and observation frequency and quality)
- School level financial metrics (monthly budget to actuals, cash balances, timeliness of closing books each month)
- Student enrollment and attendance
- Staff hiring and retention
- Frequency of facilities-related issues
- Timeliness of student achievement data availability and analysis

Using the table below, summarize school – and organization-level decision-making responsibilities as they relate to key functions.

Function	Network Decision Making	School Decision Making
Performance Goals	The Executive Director, in collaboration with relevant network- and school-level leaders and with approval from the Board of Directors, is responsible for decisions related to performance goals. Examples of such decisions may include: the establishment of network-wide academic, operational, and financial performance goals; identification of benchmark measures and metrics; and specification of monitoring mechanisms for the network as a whole and individual schools within the network, as well as adjustments to academic, operational, and financial programming, policies, and practices in support of achieving goals.	The Principal, with support from, and in collaboration with, the Executive Director and other relevant network- and school-level leaders, is responsible for decisions related to school-specific performance goals that support the achievement of network-wide goals. Examples of such decisions may include the establishment of goals specific to subpopulations and cohorts of students, as well as contents and grade levels as applicable to the network's goals.
Curriculum	The Director of Academics, with support and oversight from the Executive Director, is responsible for decisions related to curriculum. Examples of such decisions may include unit and lesson plan design requirements to ensure alignment to all applicable standards, appropriate pacing,	The Academic Coordinator, with support and oversight from the Director of Academics and Principal, is responsible for decisions related to curriculum at the school level. Examples of such decisions may include the determination of school-

Function	Network Decision Making	School Decision Making
	and high levels of rigor, as well as the elimination and adoption of curricular resources.	specific details around unit and lesson plan review, as well as the deployment and allocation of curricular resources.
Professional Development	The Director of Academics, with support and oversight from the Executive Director, is responsible for decisions related to professional development (PD). Examples of such decisions may include the creation and implementation of the network's PD plan in support of achievement of the network's established performance goals, as well as determinations about PD offerings as informed by formal and informal observation data, benchmark scores, and other sources of data.	The Principal and/or the Academic Coordinator, with oversight and support from the Director of Academics, is responsible for decisions related to PD at the school level. Such decisions may include determinations about instructional staff in need of additional support and development, as well as requests to the network for PD on specific topics as informed by various sources of data like teacher request, observations, and assessment results.
Data Management and Interim Assessments	The PowerSchool and Engagement Coordinator, with input from the Technology Coordinator, when applicable, and with support and oversight from the Executive Director, is responsible for decisions related to data management. Examples of such decisions may include creating and/or modifying the master schedule in PowerSchool, fulfilling State and district reporting requirements, as well as tracking student attendance, enrollment, transfer, and withdrawal data. The Director of Academics, with support and oversight from the Executive Director, is responsible for decisions regarding interim assessments. Examples of such decisions include creating and validating all internal benchmark assessments and establishing and modifying assessment administration practices, as well as vetting and proposing the adoption, elimination, or replacement of external standardized interim assessments such as NWEA MAP.	The Counselor, with support and oversight from the Principal and Academic Coordinator, is tasked with decisions around data management at the school level. Examples of such decisions include tracking and making recommendations about student attendance, truancy, and transcript data. The Academic Coordinator, with support and oversight from the Principal and Director of Academics, is responsible for decisions regarding interim assessments at the school level. Examples of such decisions may include making determinations about tutoring groups, as well as prescribing student interventions and assigning teacher supports as informed by analysis of benchmark interim assessments.
Promotion Criteria	The Executive Director, with input from the Director of Academics and approval from the Board of Directors, is responsible for decisions related to promotion criteria. Examples of such decisions may include modifying promotion thresholds, as well as revising retention policies and practices while still complying with all applicable district and State mandated requirements.	The Principal, with support and oversight from the Executive Director, is responsible for decisions related to promotion criteria at the school level. Such decisions may include determinations of retention as outlined by the network's policies, as well as alternative solutions to retention.

Function	Network Decision Making	School Decision Making
Culture	The Executive Director is responsible for decisions related to the network's culture as whole, as well as the cultural programming implemented in each of the network's schools. Examples of such decisions may include the adoption of social-emotional curriculum and implementation of cultural structures, as well as changes to the network's behavioral management practices and discipline policies.	The Dean of Students, with support and oversight from the Principal and, by extension, the Executive Director, is responsible for school-level decisions related to culture. Examples of such decisions may include the establishment or modification of school-specific cultural practices in support of the network's cultural vision and programming, as well as determinations about student-specific consequences in alignment to the network's behavioral plan as related to discipline infractions.
Budgeting, Finance, and Accounting	The Director of Finance, with support and oversight from the Executive Director and, by extension, the Board of Directors, is responsible for decisions related to budgeting, finance, and accounting. Examples of such decisions may include initial budget development, proposed resource allocations, as well as practices guiding payroll preparation, accounts payable and receivable, and grant reimbursements.	The Principal, in collaboration with the Executive Director and Director of Finance, is responsible for decisions related to budgeting, finance, and accounting at the school level. Examples of such decisions may include allocations for school-specific resources like instructional materials and supplies and PD, as well as for offerings such as school-specific school events and clubs.
Student Recruitment	The Executive Director, with support and input from the Director of Operations and Director of Finance, is responsible for decisions regarding student recruitment. Examples of such decisions may include creation of or adjustment to recruitment plans, such as advertising mechanisms, target markets, and events, as well as adjustments to student enrollment targets.	The Principal, with support and oversight from the Executive Director, is responsible for decisions regarding student recruitment at the school level. Such decisions may include details regarding open houses, as well as school-specific advertising and marketing content.
School Staff Recruitment and Hiring	The Executive Director, with support and input from the Director of Operations, Director of Academics, Director of Finance, and Human Resources and Federal Programs Manager, is responsible for decisions regarding school staff recruitment and hiring. Examples of such decisions may include advertising mechanisms, target markets, and events, as well as adjustments to hiring targets. Decisions also may encompass changes to hiring practices and compensation packages, which would comply with all	The Principal, with support and oversight from the Executive Director, is responsible for school staff recruitment and hiring at the school level. Examples of such decisions may include participation details in recruitment events such as fairs, as well as hiring determinations for school-specific vacancies. Hiring determinations will be made from a pool of candidates previously screened or approved by network-level leadership.

Function	Network Decision Making	School Decision Making
	applicable district, State, and federal laws and policies.	
Human Resources (H/R) Services (e.g., payroll, benefits)	The Director of Finance and Human Resources and Federal Programs Manager, with support and oversight from the Executive Director and Director of Operations, are responsible for decisions related to H/R Services. The Director of Finance may make decisions such as changes to payroll procedures, as well as recommendations about compensation and benefits packages. The Human Resources and Federal Programs Manager may make determinations about personnel policies, as well as human resource programming across the network.	The Principal, with support and oversight from the Executive Director and input from the Human Resources and Federal Programs Manager, is responsible for decisions regarding H/R Services at the school level. Examples of such decisions may include assigning extra duties as needed, allocating stipends for duties related to sports and clubs, as well as determining payroll deductions for situations, such as teacher absences or lost equipment.
Development/ Fundraising	The Executive Director, with support and input from the Director of Operations and Director of Finance, is responsible for decisions related to development and fundraising. Examples of such decisions may include fundraising targets, markets, and events, as well as the allocation of monies raised by fundraising efforts.	The Principal, with support and oversight from the Executive Director, Director of Operations, and Director of Finance, is responsible for school-level decisions related to development/fundraising. Examples of such decisions may include the development and implementation of fundraising targets and events, as well as the allocation of raised funds to support school-specific initiatives.
Community Relations	The PowerSchool and Engagement Coordinator, with support and oversight from the Executive Director, is responsible for decisions regarding internal community relations. Examples of such decisions may include the development of parent and community events and programs, as well as oversight of and changes to the network's home visit program. The Human Resources and Federal Programs Manager, with support and oversight from the Executive Director, is tasked with decisions regarding external community relations. Examples of such decisions may include planning and implementing community stakeholder events, as well as managing media relations.	The Dean of Students, with support and oversight from the Principal and PowerSchool and Engagement Coordinator, is responsible for decisions regarding community relations at the school level. Examples of such decisions may include school-specific implementation details of network-wide parent and community events and programs and the home visit program, as well as the development and implementation of school-specific community offerings, such as computer and language classes.
Information Technology (I/T)	The Technology Coordinator, with support and oversight from the Director of Operations and input from the	The Technology Coordinator, with support and oversight from the Director of Operations and input from

Function	Network Decision Making	School Decision Making
	PowerSchool and Engagement Coordinator, is responsible for decisions related to I/T. Examples of such decisions include the proposal of educational technology initiatives and assessment of technology-related needs and maintenance plans, as well as the allocation of technological support provided to schools.	the PowerSchool and Engagement Coordinator as applicable, is responsible for decisions related to I/T at the school level. The Technology Coordinator rotates between all MSE campuses to oversee and manage each school's technological infrastructure and systems. The Principal is tasked with alerting the Technology Coordinator to all school-specific technology needs and issues, to which the Technology Coordinator decides how to respond. Additional examples of decisions may include assigning school specific technology resources, as well as providing customized technology support to staff and students.
Facilities Management	The Executive Director, with support and input from the Director of Operations and Director of Finance, is responsible for decisions regarding facilities management. Examples of such decisions include the provision of security and safety systems, assessment of building-specific needs and maintenance plans, selection and execution of facility-related vendors and contracts, as well as determinations about facility procurement.	The Principal, with support and oversight from the Executive Director and/or Director of Operations, is tasked with decisions regarding facilities management at the school level. Examples of such decisions may include determining and reporting facility needs, remedying maintenance issues under \$1K, communicating with approved vendors, as well as evaluating custodial performance.
Vendor Management/Procurement	The Executive Director, with support and input from the Director of Operations and Director of Finance and approval from the Board of Directors, is responsible for decisions regarding vendor management/procurement. Examples of such decisions may include establishment and advertisement of RFPs, use of SCS approved RFPs and vendors, selection and management criteria for vendors, as well as determinations about resource allocations for procurements.	The Principal, with support and oversight from the Executive Director, Director of Operations, and Director of Finance, is responsible for vendor management/procurement decisions at the school level. Examples of such decisions may include procuring items under \$1K, as well as working with approved vendors.

2.13 Network Governance (for existing operators)

- a. **As applicable, describe the governance structure at the network level and how that relates to the individual school.**
 - **Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, discuss the plan for satisfying the statutory requirement of either: having a parent from one of the network's Tennessee schools serve on the governing body, or having advisory councils at each school.**

A single network-level Board will govern all of our schools. More specifically, our sponsoring entity – Read Foundation (RF) – is a nonprofit corporation that was established according to Federal and Tennessee nonprofit corporation laws. The Board of Directors of the RF are dedicated to quality education and the promotion of science, mathematics, engineering, and technology (STEM) in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific, and literary purposes. Accordingly, the Board of Directors of the Read Foundation will serve as the governing body for all MSE schools. MSE's Executive Director oversees the operation of all MSE schools and is evaluated annually by the Board of Directors.

To satisfy the statutory requirement of parental representation on the Board, one parent whose child is currently enrolled in one of our operating schools in the Hickory Hill neighborhood of Memphis serves as an active Board Member. On approval of the proposed school's charter, another parent whose child is enrolled in our school located in Cordova will be appointed to the Board within six months of the school's opening, ensuring parent representation in both areas of Memphis in which we will operate. Additionally, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Parent and teacher membership will be determined by election. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies local to each school are also represented. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. Each Principal on the advisory councils will attend Board meetings to further expound on the needs and requests identified in reports. Upon hearing from individual school's Principals and receiving reports, the Board will determine what further actions need to be taken in response to the councils' input. Accordingly, based on individual needs, the Board may elect to adopt school-specific policies, such as implementing varying pay scales, employing retention bonuses, and enacting sports compensation policies. In short, advisory councils will ensure that each school has representation and will inform the Board of each school's individual needs and interests, allowing the Board to effectively govern all schools.

- b. Describe the size and composition (current and desired) for the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.**

Size and composition of the Board. Currently, the Board is composed of six highly qualified, diverse individuals who are committed to MSE's mission, vision, and model. In anticipation of replication, the Board recently added new members, taking membership to six directors. The addition of directors ensures that the Board will be able to effectively govern all MSE schools, as well as enabling effective representation of key stakeholders. As indicated above, upon approval of, and opening of, the proposed school, the Board will appoint an additional parent to serve as an active director. The Board does not currently intend to add additional directors beyond that of a parent in the near future. The current Board has the collective expertise, competence, and experience to effectively govern and ensure the financial, operational, and educational success of all our schools.

Active and effective representation of key stakeholders: The size and composition of the Board will enable active and effective representation of key stakeholders through:

- **Parent Representation:** As explained above, a parent whose child is currently enrolled in one of our schools in operation is an active Board Member. Additionally, upon approval of the charter and opening of the proposed school, a parent whose child is enrolled in our school in Cordova will be appointed to the Board. These members lend key parent voice and representation of the Hickory Hill and Cordova areas of Memphis to the Board.
- **Advisory Councils:** As indicated above, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure constituencies of each school are also represented. Every council will meet quarterly and, upon convening, will submit a report to the Board for review. Advisory council reports, as well as further information provided by Principals who reside on councils, will ensure that school stakeholders are actively and effectively represented.
- **Tennessee Open Meetings Act:** All Board meetings are open to the public; the Board encourages all stakeholders to regularly attend. Board meeting dates, agendas, minutes, and policies are published on MSE's website. Stakeholders may request hard copies of public Board artifacts.
- **Parent-Teacher Organization:** Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Each PTO employs a robust governing structure that consists of the following elected officers: President, First Vice President, Second Vice President, Secretary, Treasurer, Assistant Treasurer, and Parliamentarian and Liaison Officers. After PTO meetings, the President or his/her designee will meet with the Principal to relay comments, concerns, and ideas. The Principal will then share relevant information with the Board for consideration.
- **Stakeholder Input:** The Board values community stakeholder input and will regularly solicit feedback from stakeholders, such as parents, community members, local businesses, and community hubs through methods such as surveys, presentations, meetings, and forums.

- c. **Discuss the powers and duties of the governing board(s). Identify key skills, areas of expertise, and constituencies that will be represented on the governing board(s).**

Powers and duties of the Governing Board. The Board is ultimately responsible for the success of all MSE schools. As outlined in the Board's by-laws, the composition of the Board includes a President, Vice President, a Treasurer, and a Secretary. The by-laws define each officer's powers and duties as follows:

- **President:** The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.
- **Vice President:** When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions of the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or Board of Directors.
- **Treasurer:** The treasurer shall:
 - Have charge and custody of and be responsible for all funds and securities of the Corporation.
 - Receive and give receipts for moneys due and payable to Corporation from any source.
 - Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
 - Write checks and disburse funds to discharge obligations of the Corporation.
 - Maintain the financial books and record of the Corporation.
 - Prepare financial reports at least annually.
 - Perform other duties as assigned by the president or by the Board of Directors.
 - If required by the Board of Directors, give a bond for the faithful discharge of his/her duties in a sum and with a surety as determined by the Board of Directors.
 - Perform all of the duties incident to the office of treasurer.
- **Secretary:** The secretary shall:
 - Give all notices as provided in the bylaws or as required by law.
 - Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
 - Maintain custody of the corporate records and of the seal of the Corporation.
 - Affix the seal of the Corporation to all documents as authorized.
 - Keep a register of the mailing address of each director, officer, member, and employee of the Corporation.

- Perform duties as assigned by the president or by the Board of Directors.
- Perform all duties incident to the office of secretary.

The Board's by-laws also dictate that the Board must have an Academic Committee and Finance Committee; each committee's activities and scope of work is as follows:

- **Academic Committee:** Reviews curriculum to ensure alignment with MSE's mission; recommends policy changes to the Board when appropriate; and participates in program development and evaluation.
- **Finance Committee:** Drafts annual operating and capital budgets for approval by the Board; reviews and presents monthly actual revenues and expenditures of operating, capital, and enterprise activities to the Board; and provides advice to the Board and school leadership about financial matters.

In addition to the committees outlined above, the by-laws indicate that the Board may adopt a resolution establishing one or more committees. A committee must include two or more directors and may include members who are not serving as directors. However, if the Board delegates any of its authority to a committee, the majority of the committee will consist of directors. In accordance with the by-laws, the Board has established the following committees, which function as follows:

- **Facilities and Equipment Committee:** Determines space and equipment needs and costs associated therewith; develops plans for any necessary renovations to sites; monitors ongoing compliance with regulations; and oversees maintenance of buildings and equipment.
- **Personnel Committee:** Reviews and recommends job descriptions to the Board; reviews Principals' recommendations for hiring and dismissing employees; makes employment recommendations to the Board; and provides advice to the Board and school leadership about personnel matters.

Key skills and areas of expertise represented on the Governing Board. Individually and collectively, directors possess the skills and expertise to govern and ensure each school achieves academic, operational, and financial success. More specifically, the Board is composed of six dedicated educators and distinguished community members who have expertise in community service and outreach, the law, public relations, education, management, parent and community involvement, finance, marketing, fundraising and grant writing, personnel and human capital, and non-profit governance. Directors also have vast experience in school administration, medicine, science, mathematics, and computer education at a national as well as at an international level.

Name	Current Job and Employer	Focus/Expertise
Dr. Cem Akkus	GIS Analyst at the School of Public Health, University of Memphis	Community Service/Outreach, Community Involvement
Patty Farmer	Not Applicable – Parent Representative	Community Service/Outreach, Education, Organizational Experience
Dr. Richard E. Potts	Associate Professor of Education, Christian Brothers University	Community Service/Outreach, Education, Management/ Organization Experience

Bayram Demirbuga	Statistical Programmer, TN Department of Health	Community Service/Outreach, Education
Veda V.T. Cherry	Lawyer, Cherry & Cherry, LLC	Legal Expertise/Attorney, Community Involvement , Public Relations
Dr. David C. Akdemir	Director of Leadership Development, Harmony Public Schools	Personnel/Human Capital, Education, Finance, Marketing

Dr. Akkus is an educator and consultant to a charter school; he has been instrumental in creating and implementing after-school programs for underprivileged and underserved students. Mrs. Farmer serves as the Board's parent representative and has extensive experience working with PTOs, as well as sponsoring and executing robust fundraising activities. Additionally, Mrs. Farmer annually organizes an open house, welcoming all community members to attend; most recently, more than 150 families and community stakeholders visited our operational schools. Dr. Potts is an associate professor at Christian Brothers University Education Department with expertise in higher education and educational management. Mr. Demirbuga is a former teacher who currently works for the TN Department of Health; he brings valuable science, technology, engineering, and mathematics (STEM) knowledge and experience to the Board. Ms. Cherry is a practicing lawyer; she is a founding partner at Cherry & Cherry, LLC and offers a wealth of legal expertise. Dr. Akdemir is the current Director of Leadership Development at Harmony Public Schools. He possesses extensive experience and knowledge in K-12 education, as well as is an expert in personnel and human capital and educational leadership. Dr. Akdemir also brings finance and marketing expertise to the Board.

Constituencies represented by the Governing Board. As explained throughout this section, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member – such as a local leader and/or member of a faith-based or other community organization who is active in the area in which the school resides – will be appointed to each advisory council to ensure that constituencies of each school are also represented. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. Each Principal on the advisory councils will attend Board meetings to further explain the needs and requests identified in reports. Upon hearing from individual school's Principals and receiving reports, the Board will determine what further actions need to be taken in response to the councils' input.

- d. **Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and leader.**

Ensuring the school will be an education and operational success. The Board of Directors is ultimately accountable for the oversight and success of all MSE schools. As such, the Board's

primary focus is to ensure that all necessary resources are available to accomplish MSE's mission and goals. The Board will delegate to the appointed Principal authority and decision-making responsibility for day-to-day operations of the school, including (but not limited to): hiring and dismissing school staff; designing the school's curriculum; and creating the school's annual budget (subject to Board approval). To that end, Board Members' responsibilities include (but are not limited to):

- Affirm MSE's mission, goals, and objectives
- Attend regular and special Board meetings
- Provide leadership to Board committees and sub-committees
- Help prepare the budget collaboratively with the Executive Director and Director of Finance
- Commit time to developing financial resources for the charter school
- Evaluate the performance of the Executive Director
- Establish and maintain all policies governing the operation of MSE schools
- Ensure that MSE schools adhere to the mission and goals outlined in the charter
- Hold the Executive Director accountable for the academic success and fiscal responsibility of MSE schools
- Provide support to schools for additional fund-raising, marketing, and other services as needs arise
- Hear and render decisions on issues brought to the Board's attention
- Participate in disputes that are brought to the Board's attention as they relate to MSE's discipline policy – especially disputes arising in the areas of expulsion and long-term suspension
- Handle complaints submitted to the Board in a timely manner per the complaints process detailed in the charter application
- Responsibly review and act on committee recommendations
- Assist in identifying resources and attracting resourceful people
- Advocate on behalf of MSE by working to establish partnerships with community organizations, institutions of higher learning, and nonprofit foundations

In addition to the robust responsibilities of each Board Member, the collective expertise of the Board will further ensure that MSE schools will be an educational and operational success. As described in detail above, the Board possesses extensive knowledge in the key areas of community service and outreach, law, public relations, education, management, parent and community involvement, finance, marketing, and personnel and human capital. Members' collective experience enables the Board to provide informed oversight and effectively govern MSE schools.

The Board is composed of four officers: President, Vice President, Treasurer, and Secretary. These offices have distinct powers and duties (described above) as dictated by the Board's by-laws. Such clear delineation of roles and responsibilities further ensures success as each officer is specifically tasked with, and held accountable to, clear responsibilities related to the operational success of MSE schools.

Additionally, as detailed above, the Board implements a robust committee structure. Collectively, committees oversee critical educational and operational aspects of MSE schools, including

curricula and academic programming, facilities and equipment needs, financial health, and personnel matters. In short, the Board's layered approach to governance, including extensive member responsibilities, depth and breadth of member expertise, clearly defined offices, and comprehensive committees ensure that each MSE school is, and will be, an educational and operational success.

Evaluating the success of the school. The Board of Directors is ultimately accountable for the success of MSE schools. The Board will evaluate each school against the applicable goals outlined in the Performance Management section. Data gleaned from the district Operational Scorecard and Performance Framework, TN report card, State assessment results, and audit reports will inform evaluation of the school. In addition, the Executive Director or his designee provides information about each school's performance via a dashboard that outlines metrics during Board meetings. Such data includes:

- Student academic achievement and growth
- Financial reports
- Behavioral and discipline reports
- Enrollment data
- Average daily attendance

Evaluating the success of the leader. The Board of Directors is responsible for evaluating the success of the Executive Director. The Board has partnered with BoardOnTrack – an organization with expertise in supporting charter school Boards. With guidance from BoardOnTrack, the Board will conduct an annual evaluation of the Executive Director. The Board evaluates the Executive Director against the School Performance Framework provided by the district and State. In addition, the Board examines the annual financial report, district financial report, and financial audits, as well as the district's operational scorecard to inform the Executive Director's evaluation around finance and operations.

e. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

As previously indicated, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Parent and teacher membership will be determined by election. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies of each school are also represented. In short, advisory councils serve to identify and represent the specific interests of individual schools in the network. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. Each Principal on an advisory council will also attend Board meetings to further explain the needs and requests identified in reports. Upon hearing from individual school's Principals and receiving council reports, the Board will determine what further school-specific actions need to be taken in response to each councils' input. Accordingly, based on individual needs, the Board may elect to adopt school-specific

policies, such as implementing varying pay scales, employing retention bonuses, and enacting sports compensation policies. In short, advisory councils will ensure that the interests of individual schools are balanced with network interests.

The Board will ensure active and effective representation of key stakeholders through the following:

- **Parent Representation:** As explained above, a parent whose child is currently enrolled in one of our schools in operation is an active Board Member. Additionally, upon approval of the charter and opening of the proposed school, a parent whose child is enrolled in our school in Cordova will be appointed to the Board. These members lend key parent voice and representation of the Hickory Hill and Cordova areas of Memphis to the Board.
- **Advisory Councils:** As indicated above, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies of each school are also represented. Every council will meet quarterly and, upon convening, will submit a report to the Board for review. Advisory council reports, as well as further information provided by Principals who reside on councils, will ensure that school stakeholders are actively and effectively represented.
- **Tennessee Open Meetings Act:** All Board meetings are open to the public; the Board encourages all stakeholders to regularly attend. Board meeting dates, agendas, minutes, and policies are published on MSE's website. Stakeholders may request hard copies of public Board artifacts.
- **Parent-Teacher Organization:** Each school in operation has an active Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Each PTO employs a robust governing structure, which can consist of the following elected officers: President, First Vice President, Second Vice President, Secretary, Treasurer, Assistant Treasurer, and Parliamentarian and Liaison Officers. After PTO meetings, the President or his/her designee will meet with the Principal to relay comments, concerns, and ideas. The Principal will then share relevant information with the Board for consideration.
- **Stakeholder Input:** The Board values community stakeholder input and will regularly solicit feedback from stakeholders, such as parents, community members, local businesses, and community hubs through methods such as surveys, presentations, meetings, and forums.

f. Will the charter be held by the same existing non-profit board or will a new board be formed?

The charter will be held by the same existing nonprofit Board.

- **If the existing board will also govern the new school:**
 - **Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).**

See Attachment F.

- **Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.**

Transformation of the Board's membership, mission, and by-laws. As previously indicated, in anticipation of replication, the Board recently appointed additional members, increasing membership to six directors. In addition, upon approval of the charter and opening of the proposed school, another parent will be appointed to the Board to ensure parent voice and representation of the Cordova area of Memphis. The Board's mission and by-laws will not change; the crux of the mission is to provide effective oversight and support to ensure each school is successful. The by-laws as adopted also allow for robust membership, as well as a healthy officer and committee structure; thus, they do not need to be amended. They already dictate effective governance guidelines for multiple schools.

Transition and orientation plan. As stated above, the existing Board will serve as the Governing Board of the proposed school. Since the proposed school will replicate the exact same focus and grade structure, the Board is already very familiar with the proposed school's academic and cultural programming, as well as operations. However, to ensure that the Board is fully oriented to the proposed school, the Board president and secretary will organize an orientation program that will include the selected Principal of the proposed school to certify that s/he also fully understands the role responsibility of the Board. The goals of the orientation will be to:

- Communicate and discuss the mission, vision, and goals of the proposed school
- Define the roles and responsibilities of the Board
- Provide an overview of the proposed school's educational program
- Discuss the bylaws of the Board
- Discuss Open Meetings Act and pertinent laws relative to charter schools

As indicated throughout this section, the Board will appoint another parent to serve on the Board within six months of the school's opening. To orient the new parent Board Member, as well as any future new member, the Board will provide a robust orientation to ensure s/he quickly becomes familiar with Board duties, responsibilities, policies, and practices. New member orientation will cover topics such as:

- Mission and vision
- Academic focus and plan
- Key design elements
- Cultural and parent programming
- Demographic data and student enrollment

A thorough summary of MSE's approved charter applications, as well as the roles and responsibilities of the Board, officers, and committees and key Board policies will be provided. New members will receive a binder that houses the above information, as well as Board agendas, minutes, and handbooks.

In addition to the initial and new Board Member orientations, the Board will participate in development activities throughout the year. As indicated above, the Board has partnered with

BoardOnTrack, which specializes in developing charter Board capacity. The Board will engage in development activities facilitated by and/or provided by BoardOnTrack throughout each school year to continuously expand capacity and grow knowledge. Development topics may include the following:

- Supporting and evaluating the Executive Director
- Archiving documents and cultivating institutional memory
- Simplifying processes and streamlining board logistics
- Engaging in coaching calls from Board experts
- Participating in member-only webinars, virtual coaching, and on-demand training and resources to learn about best practices

The Board will also engage in other professional development, including at least one annual Board training as mandated by Tennessee law. Other activities may include:

- Literature: The Board may study publications that relate to the school's academic programming and student population, such as Making Science by Christa Flores. In addition, the Board may read titles related to building Board capacity, including Board Meetings: A Guide for Charter Schools and Board Structure: A Guide to Bylaws, Officers and More! both authored by Marci Cornell-Feist.
- School Visits: The Board may visit schools that are successfully implementing similar programming to learn more about best practices.
- Community Events: The Board may engage in events provided by local foundations and organizations that align to and support the MSE's mission, vision, and programming.

Orientation timeline. The Board will adhere to a timeline such as the following around orientation and development activities:

- Initial board orientation for proposed school: Within one month of the school's opening
- Orientation for new member: Within one month of appointment
- Capacity building activities: Ongoing
- Board retreat: Annually
- **If a new board will be formed:**
 - **Describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the new school, organizational chart, and governing board structure. If available, include the by-laws of the new governing board. Please indicate if the charter will ultimately be held by the existing non-profit or a different non-profit board. If the latter, explain the transition.**

Not applicable.

2.14 Charter School Management Contracts (for existing operators, if applicable)

If the proposed school intends to contract with a charter management organization (CMO) or other education service provider (ESP) for school management, provide the following information as Attachment N:

- a. An explanation of how and why the CMO was selected;**
- b. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;**
- c. A draft of the proposed management contract;**
- d. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and**
- e. Documentation of the service provider's non-profit status and evidence that it is authorized to do business in Tennessee.**

Not applicable.

2.15 Personnel/Human Capital - Network-wide Staffing Projections (for existing operators)

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application, please explain.

While we have modified the titles of positions since our original application, such as changing the title of the Assistant Principal to the Academic Coordinator, as well as have created network-level leadership positions as we have expanded, our core staffing model has not changed since submission of the original application for each school in our network.

Year	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
Number of elementary schools	2	2	2	2	2
Number of middle/high schools	2	2	2	2	2
Total Schools	4	4	4	4	4
Student Enrollment	1,272	1,445	1,545	1,645	1,670
Network Positions					
Executive Director	1	1	1	1	1
Director of Operations	1	1	1	1	1
Director of Academics	1	1	1	1	1
Director of Finance		1	1	1	1
HR & Federal Programs Manager	1	1	1	1	1
Technology Coordinator	1	1	1	1	1
Power School and Engagement Coordinator	1	1	1	1	1
Instructional Coaches	4	4	5	5	5
Special Education Coordinator		1	1	1	1
RTI Coordinator				1	1
ESL Coordinator				1	1
Total back-office FTEs	10	12	13	15	15
Elementary School Staff⁵					
Principal	1.5	1.5	1.5	1.5	1.5
Academic Coordinator	1.5	1.5	1.5	1.5	1.5
Dean of Students	1	2	2	2	2
Classroom Teachers (Core Subjects)	24	28	35	35	35

⁵ We currently operate two schools in Hickory Hill; our elementary school facility also houses grades 6-8 of our middle and high school, so some positions are shared across the school building, which accounts for the partial positions reflected in the staffing chart.

Classroom Teachers (Specials/SPED/Intervention)	14	14.5	17	18	18
Counselor	1	2	2	2	2
Business Manager	.75	.75	1	1	1
Teacher Aides and Assistants	1	1	1	2	2
Secretaries	3	3.5	3.5	3.5	3.5
Total FTEs at elementary schools	47.75	54.75	64.5	66.5	66.5
Middle/High School Staff					
Principal	2.5	2.5	2.5	2.5	2.5
Academic Coordinator	2.5	2.5	2.5	2.5	2.5
Dean of Students	2	3	3	3	3
Counselor	2	3	4	4	4
Classroom Teachers (Core Subjects)	38	42	44	48	52
Classroom Teachers (Electives/SPED/Intervention)	17	18.5	25.5	25.5	25.5
ISS Teacher		.5	.5	.5	.5
Business Manager	1.25	1.25	2	2	2
Teacher Aides and Assistants					
Secretaries	5	5.5	5.5	5.5	5.5
Total FTEs at middle/high schools	70.25	78.75	89.5	93.5	97.5

2.16 Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation

In this section complete the following, if not previously addressed (in 2.4):

a. Describe the organizational structure of the proposed school.

Network-level leadership will oversee and support all MSE schools. With guidance and support from organization-level leadership, school-level leadership will lead the day-to-day operational and academic functioning of the school. As such, our organizational structure will include:

Network-level Leadership

- **Executive Director:** The Executive Director serves as the leader of the network and is ultimately responsible for ensuring that the network as a whole, as well as each school within the network, succeeds. The Executive Director oversees and supports Principals and ensures that they run effective, high-quality schools. As such, the Executive Director is tasked with making high-level, strategic decisions, including the oversight and hiring of network-level leadership and Principals, establishment of organization-wide expectations, implementation of organizational systems, business processes, and academic and cultural programming – all of which must align with, and support, MSE’s mission and vision. The Executive Director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems. The Executive Director is responsible for cultivating a healthy culture across the organization – one of accountability, collaboration, and collegiality. The Executive Director reports to, receives support from, and is evaluated by, the Board of Directors.
- **Director of Operations:** The Director of Operations provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. The Director of Operations also assists the Executive Director with the oversight of school Principals and the Director of Academics. In addition to providing support to, and receiving training from, the Executive Director, the Director of Operations supports the Technology Coordinator and Human Resources and supports the Federal Programs Manager to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes. The Director of Operations reports to, receives support from, and is evaluated by, the Executive Director.
- **Director of Academics:** The Director of Academics is responsible for overseeing, implementing, and supporting the network’s academic programming, including instruction, assessment, and professional development. While the Executive Director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the Director of Academics is also held accountable for the academic performance of each school. The Director of Academics oversees the network’s instructional coaches, as well as manages the Academic Coordinators at the school level. Additionally, the Director of Academics is responsible for the oversight of Response to Instruction and Intervention (RtI²), special education, English language learners, and gifted and talented programming. Accordingly, the Director of Academics oversees and provides support to the Special Education Coordinator and English-as-a-Second Language Coordinator to ensure that students with special needs and who are English language learners receive

curricular and instructional support, accommodations, modifications, and language services as mandated by law and as outlined in individual education plans and language learner plans. The Director of Academics reports to, receives support from, and is evaluated by, the Executive Director.

- **Director of Finance:** The Director of Finance is responsible for the financial health and sustainability of the network. The Director of Finance oversees the financial aspects of the network, including budget development, payroll preparation, accounts payable and receivable, and grant reimbursements. The Director of Finance also reports monthly to the Tennessee Consolidated Retirement System. The Director of Finance works closely with the Executive Director to ensure budget allocations reflect and support the operational and academic needs of the network. The Director of Finance, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions. The Director of Finance reports to, receives support from, and is evaluated by, the Executive Director.
- **Special Education Coordinator:** The Special Education Coordinator is tasked with overseeing the special education program and services across the network. With support from the Director of Academics, the Special Education Coordinator supports all schools operating in the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individual education plans; and in ensuring that students receive all needed and mandated modifications, accommodations, services, and supports. The Special Education Coordinator also oversees the execution of RtI² and the gifted learner programming. The Special Education Coordinator reports to, receives support from, and is evaluated by, the Director of Academics.
- **English as a Second Language (ESL) Coordinator:** The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across the network. The ESL Coordinator supports schools operating in the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Academics to ensure that language learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the Special Education Coordinator to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services. The ESL Coordinator reports to, receives support from, and is evaluated by, the Director of Academics.
- **Technology Coordinator:** The Technology Coordinator oversees all technology-related functions across the network, including supporting the implementation of educational technology initiatives, the installation of technology tools and systems, management and maintenance of technological systems and equipment, oversight of technological inventory, and provision of technology support to schools and individuals across the network. The Technology Coordinator also works with the PowerSchool and Engagement Coordinator to support the technological needs around effectively implementing PowerSchool. The Technology Coordinator reports to, receives support from, and is evaluated by, the Director of Operations.
- **PowerSchool and Engagement Coordinator:** The PowerSchool and Engagement Coordinator will be tasked with overseeing the implementation of PowerSchool across the network. The

PowerSchool and Engagement Coordinator ensures that PowerSchool is effectively employed to house and manage student data, including grades and attendance records. The PowerSchool and Engagement Coordinator lends robust direct support to school leaders and staff across the network in the effective and proper utilization of the PowerSchool database and receives technological support from the Technology Coordinator. The PowerSchool and Engagement Coordinator also oversees student, parent, and staff engagement activities, as well as the network's home visit program. The PowerSchool and Engagement Coordinator reports to, receives support from, and is evaluated by, the Executive Director.

- **Human Resources and Federal Programs Manager:** The Human Resources and Federal Program Manager is responsible for maintaining and enhancing the network's human capital through the planning, implementation, and evaluation of staff relations and human resource programs, practices, and policies. The Human Resources and Federal Program Manager also ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager is also tasked with overseeing the Principals in the implementation of all relevant federal programs to ensure full compliance with all applicable rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager reports to, receives support from, and is evaluated by, the Executive Director.

School-level Leadership:

- **Principal:** The Principal is responsible for, and given the autonomy to lead, the day-to-day academic and operational functioning of the school. Among the responsibilities with which the Principal is tasked are hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming, and cultivating a safe and positive school culture and learning environment. The Principal reports to, receives support from, and is evaluated by, the Executive Director or Director of Operations.
- **Academic Coordinator:** While the Principal is responsible for, and held accountable to, the school's academic performance, with support from the Director of Academics, the Academic Coordinator is tasked with directly implementing the school's academic program. The Academic Coordinator works closely with instructional staff, supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The Academic Coordinator also oversees the creation and implementation of teacher improvement plans. The Academic Coordinator reports to, receives support from, and is evaluated by, the Principal. The Academic Coordinator also receives support from the Director of Academics.
- **Dean of Students:** The Dean of Students is responsible for overseeing the cultural and behavior management aspects of the school. The Dean of Students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The Dean of Students also handles all discipline-related issues. The Dean of Students reports to, receives support from, and is evaluated by, the Principal.
- **Counselor:** The counselors are responsible for tracking and making recommendations about student attendance, truancy, and transcript data. In addition, a primary component of our school culture is emphasis on college readiness. The counselor works in collaboration with

grade-level teachers and closely with students directly around college readiness and their progress towards matriculation.

b. Provide the school organizational chart as Attachment G.

See Attachment G.

c. Delineate the relationship of the school organization to the network organization as a whole.

The network as a whole has two schools currently in operation – an elementary school and a middle and high school, both of which are located in the Hickory Hill neighborhood of Memphis. The network is proposing to open two additional schools, both of which will replicate the exact grade structure and focus of its counterpart in Hickory Hill. In 2020, we project that the two additional schools – one elementary school and one middle and high school – will open in the Cordova area of Memphis, for a total of four schools in operation across our network. We do not have plans to expand or replicate additional schools at this time.

Each school that is a part of the network will be overseen and supported by network-level leadership. However, each school will have a school leadership structure independent of network leadership. School-level leadership will be responsible for the day-to-day operational and academic functioning of the school. School-level leadership will also be tasked with managing and evaluating school staff. See Attachment G for our school organizational chart and Attachment M for our network organizational chart.

d. Describe the operator's current or planned process for sourcing and training potential school leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

Sourcing and training potential school leaders. We fully appreciate the importance of cultivating a cadre of potential school leaders. To establish a robust pipeline, we have successfully implemented a program entitled, "Grow Your Own Administration," at our two schools currently in operation. The program targets teachers who have expressed interest in building capacity around leadership skills, indicated the desire to transition to administration in the future, and have at least two years, teaching experience with track records of success educating students and working with parents. Once identified, teachers will complete a formal tuition and service agreement, and school leadership will work with candidates to pinpoint the leadership programs best suited for their current skill sets and desired leadership outcomes and roles. For instance, candidates may pursue a Masters of Science in Leadership or Masters of Education degree or may elect to receive development and training through Ops360. Once candidates are enrolled in leadership programs, MSE will reimburse tuition of up to \$10,000 per year for up to three years. Tuition reimbursement does require that candidates formally agree to remain employees of MSE for two years. To date, six staff members have successfully completed the program, and five more are currently participating in the program. As we continue to grow with the opening of our proposed school, newly-hired teachers who demonstrate success in their classrooms, as well as articulate the desire to learn about, and transition to, school administration will be eligible for the program, which will deepen our pool of potential school leaders.

Identified candidates for future leadership positions. As indicated above, six teachers have successfully completed the program. We intend to utilize them in key leadership roles at our proposed school. More specifically, we anticipate these individuals eventually filling the leadership roles of Principal, Academic Coordinator, Dean of Students, Director of Academics, and Human Resources and Federal Programs Manager. Since our proposed school will replicate the exact grade structure and focus of our existing schools, these future leaders have valuable, extensive experience with our mission, vision, model, academic and cultural programming, policies, and procedures. Such institutional knowledge and experience, coupled with the skills learned through the successful completion of their leadership programs, will better ensure the smooth opening and operation of our school.

Pipeline development of potential leaders for the network as a whole. In addition to our “Grow Your Own administration” program described above, we also have strategically enacted the following to create a viable pipeline of potential leaders for the network as a whole:

- **Hired a Director of Operations:** We recently hired a Director of Operations. This person has extensive expertise in, and experience with, overseeing and managing educational, operational, and financial processes, as well as academic programming. The Director of Operations intentionally works closely with the Executive Director to provide support, as well as receive training and development, around the role and responsibilities of the Executive Director. In addition, the Director of Operations is tasked with supporting and overseeing the Technology Coordinator, including completing his/her formal evaluation, as well as providing to support to the Human Resources and Federal Programs Manager. Accordingly, we have strategically structured the working relationship between the Executive Director and Director of Operations, as well as assigned the Director of Operations to support and oversight roles, to ensure that he is able to seamlessly assume the role of Executive Director if ever needed.
- **Cross-train Organization-level Leadership:** Just as we have intentionally developed and positioned the Director of Operations to be able to smoothly take over the role of Executive Director if needed, we have strategically embedded cross-training tasks and duties within the roles and responsibilities of other organization-level leadership positions to ensure they are ready and able to assume other organization-level leadership roles if needed. For instance, the Director of Finance works closely with the Director of Operations in understanding the operational processes and needs of the organization. The Special Education Coordinator and ESL Coordinator work closely with, and receive training from, the Director of Academics, who, in turn, receives training and development in supporting and evaluating staff. In short, organization-level leadership roles are not siloed and were intentionally designed to enable cross-training across positions, which deepens and strengthens the pipeline of leaders at the organization level.
- **Prepare School-level Leadership:** As outlined above, organization-level leadership works closely with school-level leadership, especially with the Principal and Academic Coordinator. Such collaboration not only ensures that school-level leadership receives ample support in executing their current roles but also provides valuable development and training in the event a school-level leader is tasked with assuming an organization-level leadership role.

- e. **Describe your organization’s strategy and plans for recruiting and hiring teaching staff, including the plan for hiring highly qualified staff. Explain other key selection criteria and any special considerations relevant to your school design.**
- **Strategy and plans for recruiting and hiring highly-qualified teaching staff.** To ensure that we are able to recruit and hire highly-qualified teaching staff, we will implement a robust recruitment plan. Central to our recruitment efforts will be the advertisement of the extensive supports we will provide for our teachers. More specifically, we will highlight that every teacher is assigned an instructional coach who will be provided with individualized support through observation and feedback cycles, as well as unit and lesson plan design and implementation support. We will also emphasize that we believe in autonomy with oversight; we will allow our teachers to innovate and adapt curricula and instructional plans as long as instruction is anchored in, and aligns to, grade-level Common Core State Standards, Next Generation Science Standards, and/or Tennessee Academic Standards, as applicable. Instructional coaches and/or the Academic Coordinator will review all lesson plans on a weekly basis. Since we believe in creativity and innovation, as well as instructional oversight, we will highlight that every teacher will have two daily planning periods to enable teachers ample time to create and revise plans. Further, we will also advertise our extensive assessment and data supports. We will explain how leadership will create all benchmark exams for teachers. In addition, we will offer an electronic test center, which will enable teachers to enter tests and have scantrons created and graded by the center. The center will also allow teachers to assign standards to every question. The center will provide teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. To support teachers in using the center and becoming fluent in data, we will discuss how we will offer robust professional development and support around data-driven instruction throughout the year. Further, we will advertise that we will implement a “Grow Your Own Administration” program, which builds leadership capacity and opportunity within the MSE organization through mentorship and tuition reimbursement. We will additionally highlight that we will provide a moving stipend for teachers who have to relocate more than 50 miles as a result of accepting employment at MSE. As such, we will implement the following actions to recruit and inform highly-qualified candidates about our school.
 - **Place Advertisements:** We will advertise teaching vacancies through numerous outlets, including in local print and online newspapers, on local radio stations, on our website and social media accounts, on other websites, including the Teach For America (TFA) Alumni site, and the Tennessee Department of Education’s recruitment and referral site, as well as on jobs boards, such as Christian Brothers University, Union University, Bethel University, University of Memphis, Vanderbilt University, Students for Education Reform, Teach901, Idealist.org, Teach.org, WantToTeach.com, Teachers-Teachers.com, EducationCrossing.com, LinkedIn, Indeed.com, SchoolSpring.com, Monster, and Top School Jobs.
 - **Attend Job Fairs:** We will attend multiple job fairs, including Teach901 and Christian Brothers University, among others.
 - **Network with Higher Education Institutions:** We have established a relationship with Christian Brothers University. Our relationship with the university provides us access to

teacher candidates who are highly-qualified. In addition, we are currently in the process of establishing relationships with the University of Memphis and Bethel University, which will enable us to connect with their highly-qualified pool of teaching candidates.

- **Build Relationships with Local Education Organizations:** We plan to establish and leverage relationships with local education organizations that can help us in recruiting highly-qualified teaching candidates. Among the organizations with which we intend to work are Memphis Teacher Residency and TFA Memphis.
- **Leverage Current School Stakeholders:** We will call on the stakeholders employed and educated by, as well as involved in, our existing schools to advertise vacancies to their own professional and/or personal networks. We enjoy a deep pool of active school stakeholders who will serve as spokespeople for the school, informing us about and connecting us to potential high-quality candidates. Additionally, we will implement a teacher referral program for staff employed by MSE, excluding hiring Managers, Principals, Assistant Principals, Human Resource Staff, hiring committee members and directors at the network level. If a staff referral results in the hiring of a teaching candidate and that candidate works for MSE for a minimum of 90 days, the referring staff member will receive a stipend.

In addition to the actions above, we also intend to transfer some of our staff who teach at our school currently in operation to the proposed school upon opening. Since we are proposing to replicate the exact same grade structure and focus, teaching staff at our current school have valuable knowledge of and experience in implementing our mission, vision, academic and cultural programming, and school policies and procedures. The placement of current teaching staff at our proposed school will better ensure continuity of our model and practices across the organization. Additionally, transferred staff will be positioned to provide support and insight to those new to MSE.

Even with our robust recruitment plan, we understand that recruiting and hiring simultaneously for two new schools will pose a challenge. In anticipation of that, we already have identified and will hire the Principals of this proposed school and of the school being proposed in a separate charter application by January 1, 2020, so that they may begin working mid-way through the pre-opening year. More specifically, Principals will be employed full-time on pre-opening contracts, which will enable them to fully participate in essential pre-opening activities, including hiring. Prior to Principals assuming their part-time work loads, network-level leadership will have already implemented many of the recruitment actions described above, which will ensure that Principals have a foundational pool of candidates from which to draw. Additionally, since its opening in 2010, MSE has been compiling a job application database. Currently, our database contains more than 1,500 instructional candidates from which we can hire. Further, our two other schools in operation in Hickory Hill will almost be fully grown by the 2020-21 school year. We have an approximate 90% staff retention rate, so minimal hiring will have to be done to fill Hickory Hill vacancies. Further, we will identify staff who will be transferred from Hickory Hill to Cordova early in the pre-opening year, allowing the network and school ample time to hire for those positions. Given our extensive recruitment plans and teacher database, as well as strategic pre-opening year Principal start dates, current retention rates, and early identification of staff that will be transferred, we are confident that we will be able to fill all vacancies with high-quality staff.

Key selection criteria. Every MSE-hired staff member, regardless of title and position, will demonstrate a firm commitment to the following key selection criteria:

- Implementing MSE's mission and vision
- Supporting high-quality, rigorous instruction for every student
- Holding high expectations for every student
- Working to achieve MSE's goals
- Showing respect for all members of the MSE community

Special Considerations: To ensure that we hire high-quality teachers and staff, the following special considerations will also be taken into account:

- Hold high-qualified status in accordance with Every Student Succeeds Act (ESSA), as applicable
- Demonstrate evidence of producing positive student outcomes, as applicable
- Possess expertise in and experience with science, technology, engineering, and mathematics (STEM), as applicable

f. Explain how the organization intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Unsatisfactory leadership performance. The Executive Director will ultimately be held accountable for the success of the school. The Board of Directors will evaluate the Executive Director annually in accordance with the evaluation procedures and criteria outlined in the Network Governance section. If the Board determines that the Executive Director's performance is unsatisfactory, the Board will act swiftly, enacting steps such as the following:

- **Design a Corrective Action Plan** - the design of the corrective action plan will include the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Board of Directors
- **Implement the Corrective Action Plan** - the implementation of the corrective action plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Board of Directors
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

The Principal will be accountable for the day-to-day operation of the school, as well as for achieving school-specific goals. The Executive Director will be tasked with evaluating the Principal. If the Executive Director determines that the Principal's performance is unsatisfactory, s/he will act swiftly by immediately placing the Principal on a growth plan as follows:

- **Design a Growth Plan** - the design of the growth plan will include the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Executive Director
- **Implement the Growth Plan** - the implementation of the growth plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Executive Director
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Unsatisfactory teacher performance. If the results of formal and/or informal evaluation and observation indicate that a teacher is struggling to provide high-quality instruction and effective classroom management that results in positive student outcomes, the following steps will be taken:

- **Create an Improvement Plan** - the creation of an improvement plan will entail the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., more frequent coaching, targeted professional development)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Principal
- **Implement the Improvement Plan** - the implementation of the implementation plan will involve the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the academic coordinator
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Leadership changes and turnover. The continuity of leadership is critical to the success of the network as a whole, as well as to individual schools operating in the network. As such, every effort will be made and every available resource will be exhausted prior to termination, especially if the school year is in session. If, after exhausting all courses of action, the Board determines the termination of the Executive Director is absolutely necessary, or in the unlikely event that the Executive Director decides to resign from his/her position, the Board will create and enact a

leadership transition plan to guide the network through leadership changes and turnover. Similarly, if after exhausting all courses of action, the Executive Director determines the termination of the Principal is absolutely necessary, or in the unlikely event that the Principal decides to resign from his/her position, the Executive Director will create and enact a leadership transition plan to guide the school through leadership changes and turnover.

Teacher changes and turnover. The continuity of instruction is paramount to students' success and to the success of the school. Accordingly, every effort will be made and every available resource will be exhausted prior to termination, especially if the school year is in session. If, after exhausting all courses of action, the Principal, with the Executive Director's approval, determines the termination of a teacher is absolutely necessary, or in the unlikely event that a teacher resigns from his/her position, the Principal, with support from the Executive Director and other network-level leadership, will create and enact a teacher transition plan and immediately begin the hiring to fill the vacancy.

Section 3: Finances

3.4 Financial Plan (for existing operators NOT required to complete Sections 3.1 and 3.2)

In this section:

- a. **Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted; and describe the criteria and procedures for the selection of contractors.**

While Memphis School of Excellence contracts with outside parties for bookkeeping services and the production of monthly financial statements, payroll, and audits, the Director of Finance (with oversight from the Executive Director) is responsible for all aspects of the financial management of the network, including: budget development and analysis of budgets to actuals; payroll processing; accounts payable and receivable; grant reimbursements; retirement reporting; and financial compliance with local, State, and federal government agencies. The Director of Finance works closely with the Executive Director to ensure the use of financial resources reflects and supports the operational and academic needs of the network. The Director of Finance, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions.

- **Accounting & Payroll** – MSE uses Whitehorn Tankersley & Davis, PLLC for Accounting/Bookkeeping Services and payroll processing.
- **Purchasing** – See MSE’s internal controls, processes, policies, and procedures manual, which has been included in Attachment P.
- **Audits** – MSE’s Board of Directors, and network and school leadership teams recognize the vital role an independent financial audit plays in the long-term success of the organization. MSE contracts with an auditing firm each year (and currently works with Cannon Wright Blount). Each Spring, the auditing firm presents to the MSE Board an overview of the audit process, as well as the roles and responsibilities of all parties. After the audit is complete, the audit report and findings are presented to the MSE Board and copies of the final audit report are forwarded to the TN Comptroller’s office, as well as Shelby County Schools.

- b. **If applicable, describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?**

The current schools operated by Memphis School of Excellence are not on fiscal probation and not in bankruptcy.

Since MSE opened its first school in Shelby County in 2010, its schools have been financially healthy as evidenced by strong balance sheets and balance sheet ratios (including cash reserves) – as well as its ratings on SCS’ financial scorecard. For example, on the 2015-16 and 2016-17 financial scorecards (the last available scorecards for the organization), MSE scored a 4.93 out of 5 and 4.29 out of 5, respectively.

- c. **Present, as Attachment P, a detailed budget narrative describing assumptions and revenue estimates.**

See Attachment P

- d. Include any committed contributions or in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. You should clearly indicate between those grants or in-kind donations which have already been firmly committed and those you are planning to pursue. For grants or donations that you are planning to pursue provide the source, estimated amount of contribution, and expected date of receipt if known.**

Memphis School of Excellence may pursue private funding from local and/or national foundations to further strengthen its academic programming, support for students, and for facilities. Grants would potentially support college-preparation programming, extracurricular activities, student support services, and facilities-related needs. MSE does believe it is important to be able to operate its core programming on public revenues for long-term sustainability and has diligently established a strong balance sheet with adequate cash reserves to do so.

The Executive Director of the organization is responsible for cultivating relationships with potential donors and applying for grant funding.

- e. Provide 24-month cash flow projections.**

Cash Flow Projections for the Fiscal Years (July 1, 2019 – June 30, 2020; and July 1, 2020 – June 30, 2021) have been included as Attachment Q.

- f. Detail the contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**

As evidenced in MSE's cash flow statements for the 2019-20 and 2020-21 fiscal years -- and the organization's consolidated 6-year budget -- MSE is projecting to continue to have a healthy cash balance, even with the start-up costs for two new schools in the Cordova area. Should revenues from the Basic Education Program (BEP) not be as expected, MSE would make reductions in staff and operating expenses necessary to align expenses with reduced revenues. The organization would also seek a line of credit to bridge any cash flow needs created by the timing of revenue receipts.

- g. Describe Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.**

As mentioned in subsection (f), MSE is projecting to continue to have strong cash flow balances going forward (\$1.5M at the end of the 2018-19 fiscal year; \$1.9M at the end of the 2019-20 fiscal year; and \$3.2M at the end of the 2020-21 fiscal year. Because of its strong cash flow balances, and history of achieving budget surpluses, MSE will be able to absorb the start-up costs of MSE Elementary Cordova, even if it did not receive start-up funds from public or private grants. MSE is planning to apply for start-up funding from the TN Department of Education, as well as the Walton Family Foundation, which would provide additional resources for school start-up expenses.

- h. Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.**

As mentioned in subsection (d), MSE may pursue private funding from local and/or national foundations to further strengthen its academic programming, support for students, and for

facilities-related needs. The Executive Director is responsible for cultivating relationships with stakeholders, including local and national donors in the pursuit of private funding.

MSE does believe, however, that it is important to be able to operate its core programming on public revenues for long-term sustainability and has diligently established a strong balance sheet with adequate cash reserves to do so. The organization has also historically achieved budget surpluses, which will further strengthen the organization's cash reserves. As such, private fundraising has not been included in the budgets for Memphis School of Excellence or MSE Elementary Cordova in the interest of conservative budgeting.

- i. **Provide, as Attachment O, a detailed budget for the proposed school, and as Attachment Q, the network budget as a whole. You may reference school-level budgets provided in the original application, as appropriate. Applicants must submit financial forms detailing:**
 - **A back-office budget**
 - **Financial implications of facilities plans**
 - **All major assumptions including but not limited to:**
 - **Student enrollment;**
 - **All anticipated funding sources³, including:**
 - **Local, State, and federal per-pupil funding; eligibility levels; and annual increases;**
 - **Other government resources;**
 - **Private fundraising;**
 - **eRate; and**
 - **Student fees;**
 - **Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;**
 - **Line items for each major expense and delineation of assumptions (at the school level only), including:**
 - **Instructional materials and supplies;**
 - **School equipment and furniture;**
 - **Technology for student and instructional use;**
 - **Professional development;**
 - **Student assessments;**
 - **Student information system;**
 - **Special education services;**
 - **Student activities;**
 - **Contracted services at school (audit, I/T, PD, etc.);**
 - **Rent and utilities;**
 - **Office supplies and equipment;**
 - **Technology for administrative use; and**
 - **Fundraising materials and resources (non-staff);**
 - **School start-up costs;**
 - **Management fees and any other management compensation to the CMS or network (if applicable);**

- **Facility scenarios; and**
- **Capital, contingency, and insurance reserve funds.**

See Attachment O and Q.

Section 4: Portfolio Review/Performance Record

4.1 Past Performance

For applicants with only one school in their network, please mark not applicable where necessary.

In this section:

a. Describe your existing educational program and whether or not it is a success.

Explained in more detail below, our elementary school that is in the Hickory Hill neighborhood of Memphis does not yet have historical data, including State assessment results, from which to inform a judgment about success. We are only in our second year of operation and are just serving grades kindergarten through five this school year. However, the results of easyCBM mathematics assessments administered to second through fourth grade students in the Fall and Winter of this school year are strong. More specifically, of the 19 second grade students who took the assessment in the Fall and Winter, all but one showed growth. Of the 20 students who took the Winter assessment, 14 scored in the 89th percentile and 3 scored in the 100th. Third grade students also demonstrated great growth, with 17 out of 22 students improving their scores from the Fall. Additionally, 11 out of 24 students scored in 89th percentile, and 3 scored in the 100th. Further, of the 19 fourth grade students who took the assessment in the Fall and Winter, 11 demonstrated growth on the Winter administration; 15 out of 21 students who took the assessment in the Winter scored in the 89th percentile and 1 scored in the 100th.

Additionally, our middle and high school has been in operation since 2010 and has consistently been successful as indicated by SCS school performance framework ranking, State assessment results, TVAAS scores, ACT results, graduation rates, student retention rates, and stakeholder survey results. We have replicated the key design elements of our educational program that resulted in the consistent success of our middle and high school at the elementary level; they are:

- **Enriched Curriculum:** Our curriculum and learning environment provides all students with access to engaging, stimulating, and rigorous curriculum. More specifically, our curriculum is personalized, inquiry-based, and aligned, as applicable, to the Common Core State Standards, Next Generation Science Standards, and Tennessee Academic Standards. STEM is infused across our academic program, and students have ample opportunities to apply their learning through projects and science fairs. In addition, all students take a STEM class that employs the Code.org curriculum. We also have a robotics club that meets regularly and expands on the STEM concepts and skills learned during the school day. Members have the opportunity to compete in local, State, and national competitions. The club currently active at our school in Hickory Hill has enjoyed numerous wins and top placements in competitions over the last several years. Further, we implement the Destination Imagination program as an extracurricular activity, which revolves around providing students who elect to participate with unique educational experiences through engagement with project-based challenges that focus on developing technical, scientific, and engineering skills (among others). Participants engage in student-centered challenges that empower them to take risks and

engage in rigorous problem solving. Destination Imagination challenges also serve to further reinforce and extend STEM skills and concepts learned during the school day.

- **Technology Integration:** To support our STEM focus, as well as equip students with the technology skills needed to succeed in the 21st century, all students take a technology class as an elective. This class teaches and reinforces the fundamentals of effectively using a computer, as well as exposes students to more complex STEM-related concepts and activities through the implementation of code.org curriculum, which enables students to master the fundamental, as well as more advanced, principles and concepts of computer science. Additionally, the technology classroom is outfitted with a three-dimensional (3-D) printer, which allows students to participate in numerous STEM projects, such as creating the specifications for, and printing, a working prosthetic hand, among other items. Additionally, technology is infused across other disciplines. Laptops and iPads are readily available for teachers to use during instruction, and classrooms are outfitted with technological tools such as document cameras and SMARTboards to utilize during instruction. We also provide a fully-outfitted computer lab. Our robust integration of technology across contents and classrooms through the use of computer-based programs such as Accelerated Reader, Accelerated Math, iReady, MobyMax, Kuta, and Study Island, as well as digital curricular resources, equips students with critical skills and enables us to implement our STEM focus.
- **Standardized and Authentic Assessment:** To ensure that students are mastering the standards and content taught through our enriched curriculum, we implement a robust assessment program. We administer all required State standardized assessments, as well as regular benchmark assessments to gauge student proficiency on pre-established benchmarks of learning at specific points in time. Benchmarks are formative and summative, allowing teachers to adjust instruction to meet the needs of every student and enabling teachers to discern proficiency rates. We also measure student growth through administrations of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment three times a year. Our authentic assessment system works to complement the standardized assessments we administer. Teachers collect and analyze student work over time; work samples and teacher observations are housed in student portfolios, enabling teachers and students to see progressive growth.
- **Effective Intervention:** All students have individualized learning plans that guide, and are responsive to, students' individual learning needs. We also provide numerous tutoring opportunities, including before and after school, on Saturdays, as well as with peers and mentors. For students in need of additional academic and/or behavioral support, we implement a robust Response to Instruction and Intervention (RtI²) program to ensure that all students receive the support they need to be successful. We also provide robust English language learner programming to ensure that students who are acquiring English language proficiency receive all needed and legally-mandated services and supports.
- **Robust Support for Instructional Staff:** To ensure that our instructional staff provides rigorous, high-quality instruction and effectively implements our academic focus and model, we provide robust supports. More specifically, every teacher is assigned an instructional coach who provides individualized support through observation and feedback cycles, as well as unit and lesson plan design and implementation support. Every teacher has two daily planning periods to enable teachers ample time to create and revise plans. Further, we

provide extensive assessment and data supports. Leadership creates all benchmark exams for teachers. In addition, we offer an electronic test center that enables teachers to enter tests and have scantrons created and graded by the center. The center also allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. To support teachers in using the center and becoming fluent in data, we offer robust professional development and support around data-driven instruction throughout the year. Further, we implement a “Grow Your Own Administration” program, which builds leadership capacity.

- **Parental Involvement:** We believe that parents are our partners. We actively engage parents and community members in the life of our school. We build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following, which are thoroughly described in the Community

- | | |
|--|------------------------------|
| ● Parent Board Member | ● Parent-Teacher Conferences |
| ● School Advisory Council | ● School Events |
| ● Parent-Teacher Organization | ● Volunteering Opportunities |
| ● Orientations | ● Parent Information Room |
| ● Meet-and-Greets | ● Parent Recognition Program |
| ● Home Visits | ● Adult Education Classes |
| ● Communication Methods (school website, social media, school database, parent mobile application, language translation services, monthly newsletter, phone calls, emails, in-person communications, suggestion boxes) | ● Parent Academy |

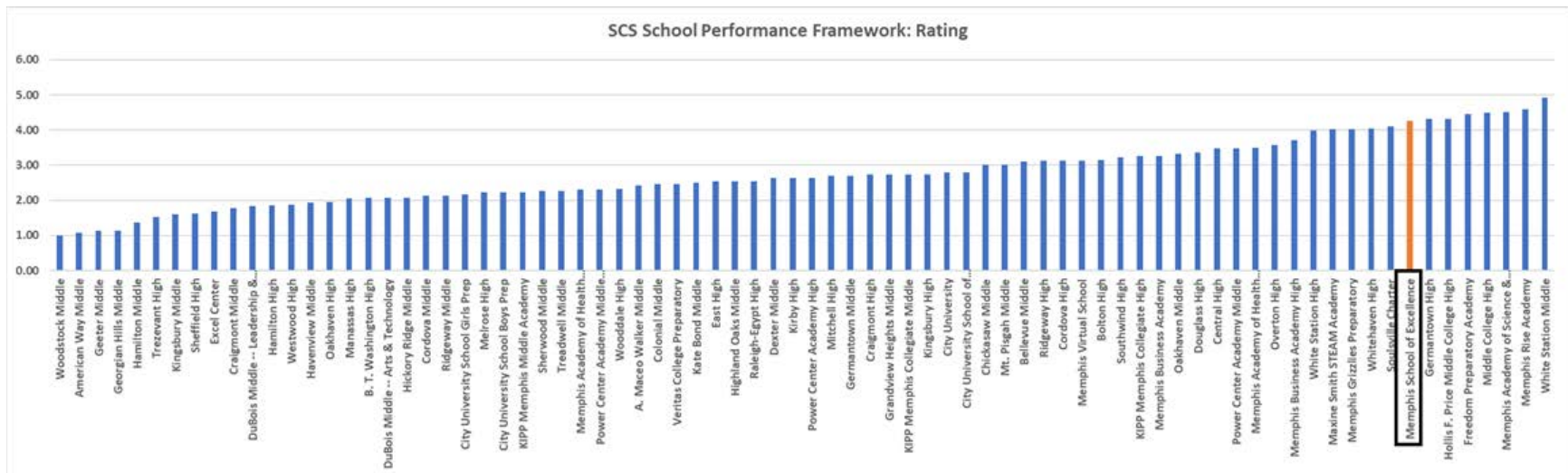
- b. **Provide detailed student achievement and growth results for each school in the network as Attachment R.**

See Attachment R.

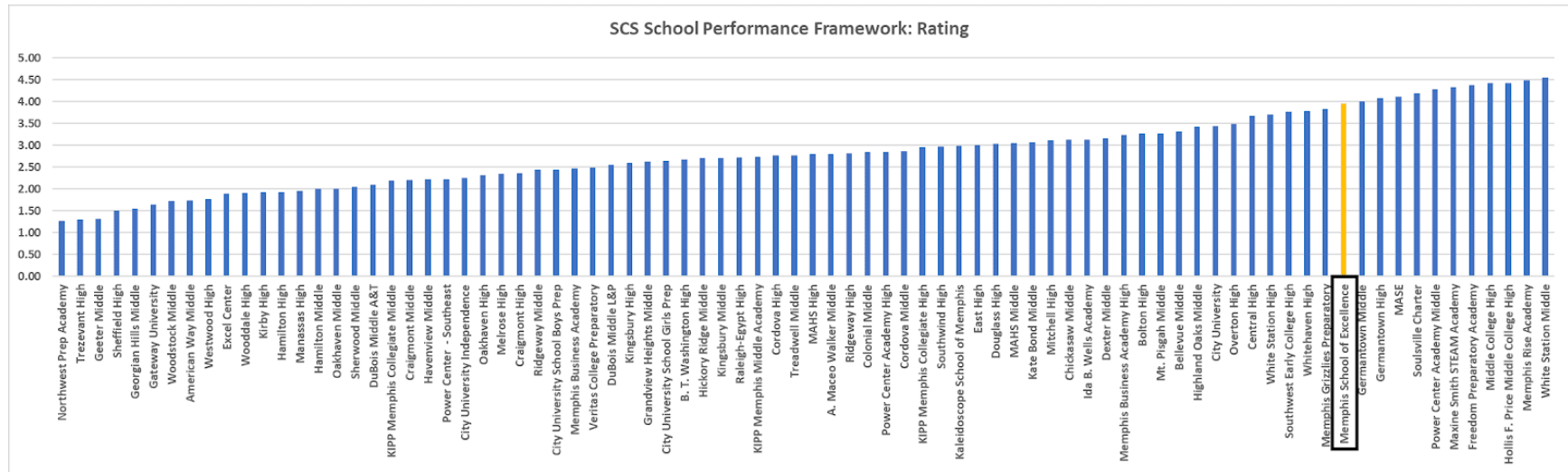
c. Have the schools in the network demonstrated success in raising student achievement levels by meeting/exceeding state and national standards for most students?

Our elementary school that is in the Hickory Hill neighborhood of Memphis does not yet have historical data, including State and national assessment results. We are only in our second year of operation and are just serving grades kindergarten through five this school year. However, our middle and high school has been in operation since 2010 and has consistently been high-performing and has a solid track record of academic success by raising student achievement levels – even in 2016, when Tennessee moved to more rigorous State standards and tests, which resulted in a significant decline in student proficiency rates across Shelby County and the State. Despite the more challenging academic environment, MSE has performed well among its peers in math and English Language Arts – as well as in academic growth.

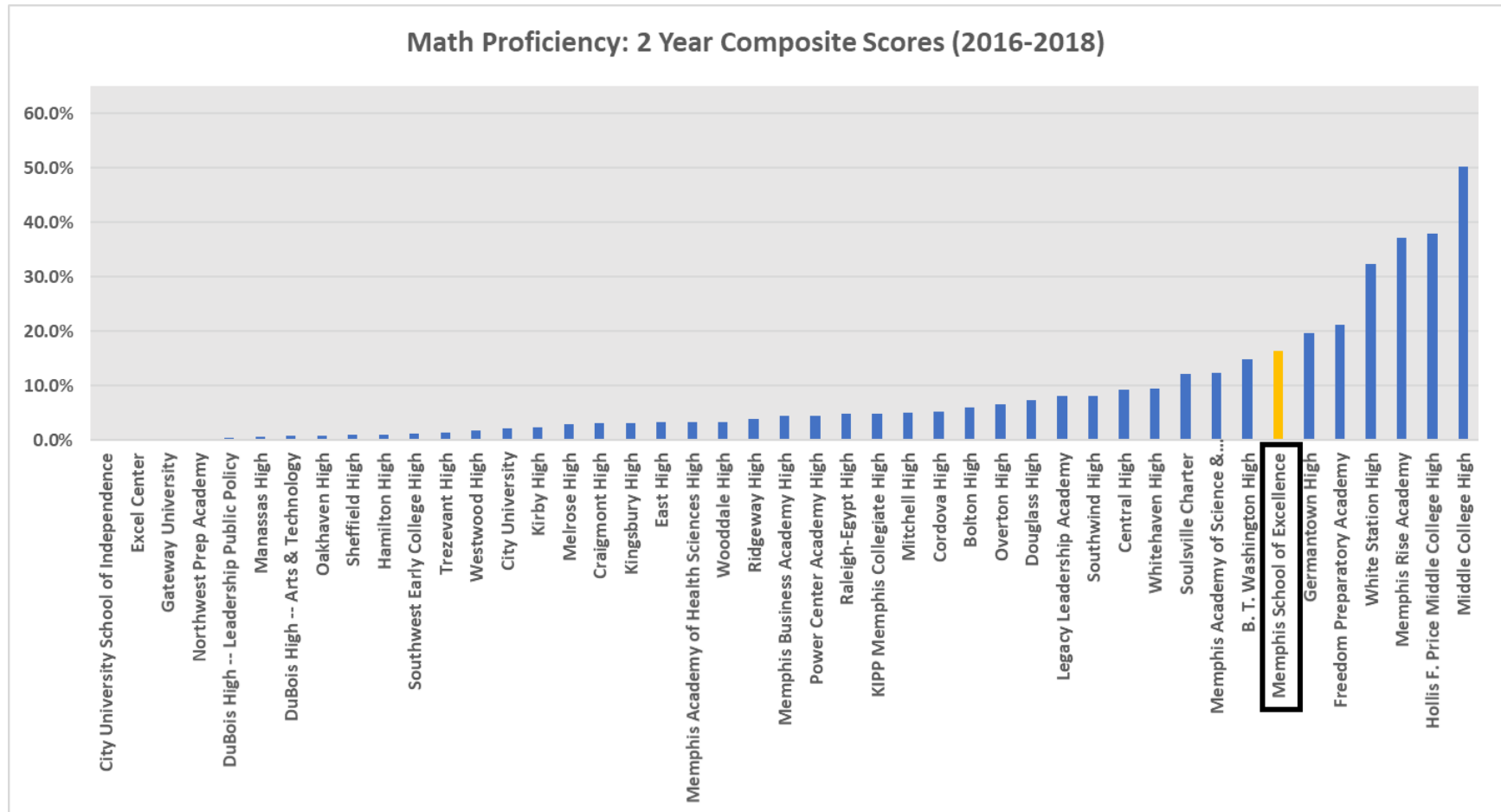
On SCS' 2016-17 School Performance Framework (which measures academic achievement and growth, college graduation and readiness, and school climate), MSE ranked #8 of 78 middle and high schools in the district and #4 of all charter schools in Shelby County.



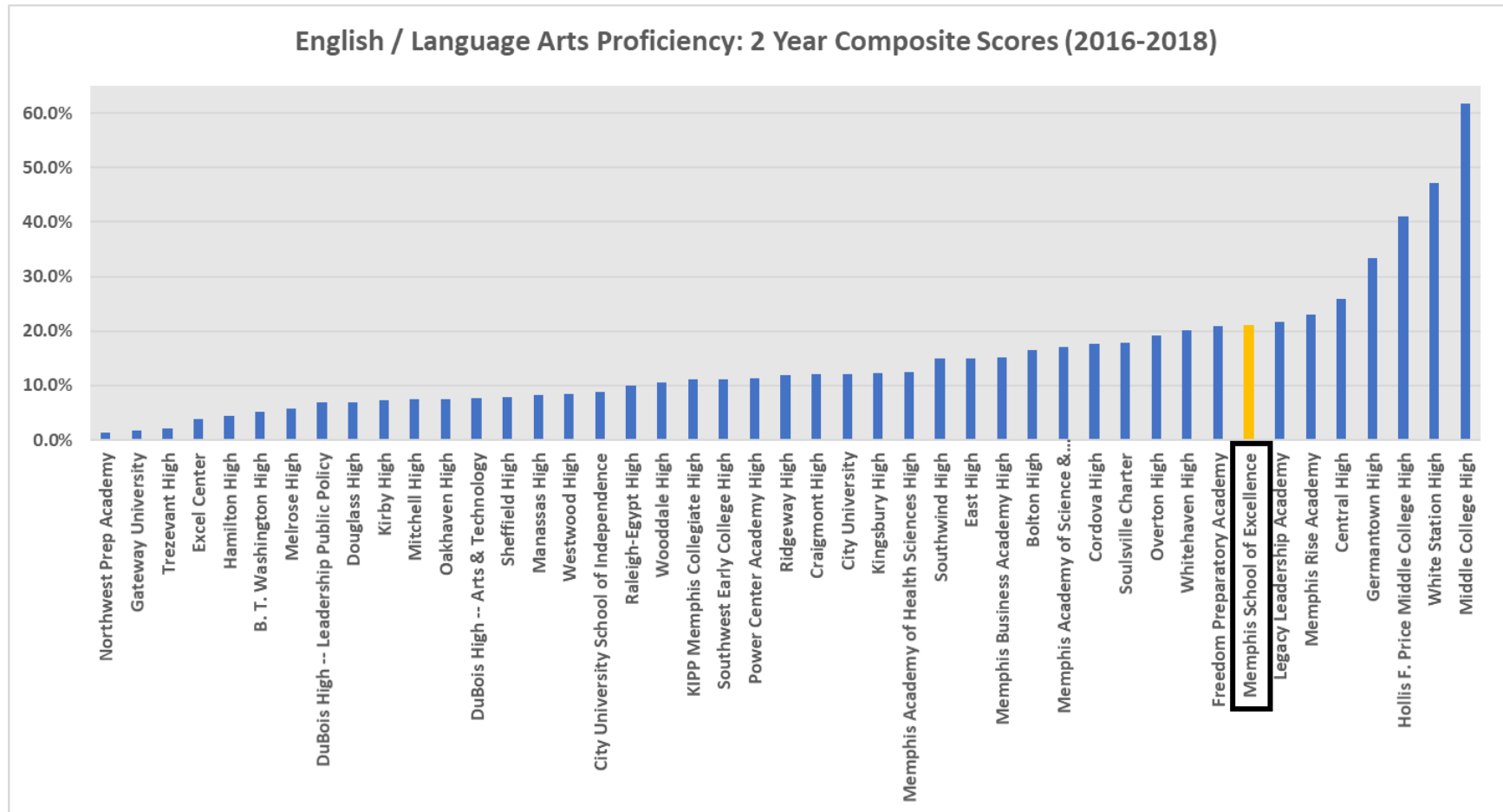
In 2017-18, MSE ranked #12 of 82 middle and high schools in the district and # 6 of all charter schools in Shelby County on the School Performance Framework.



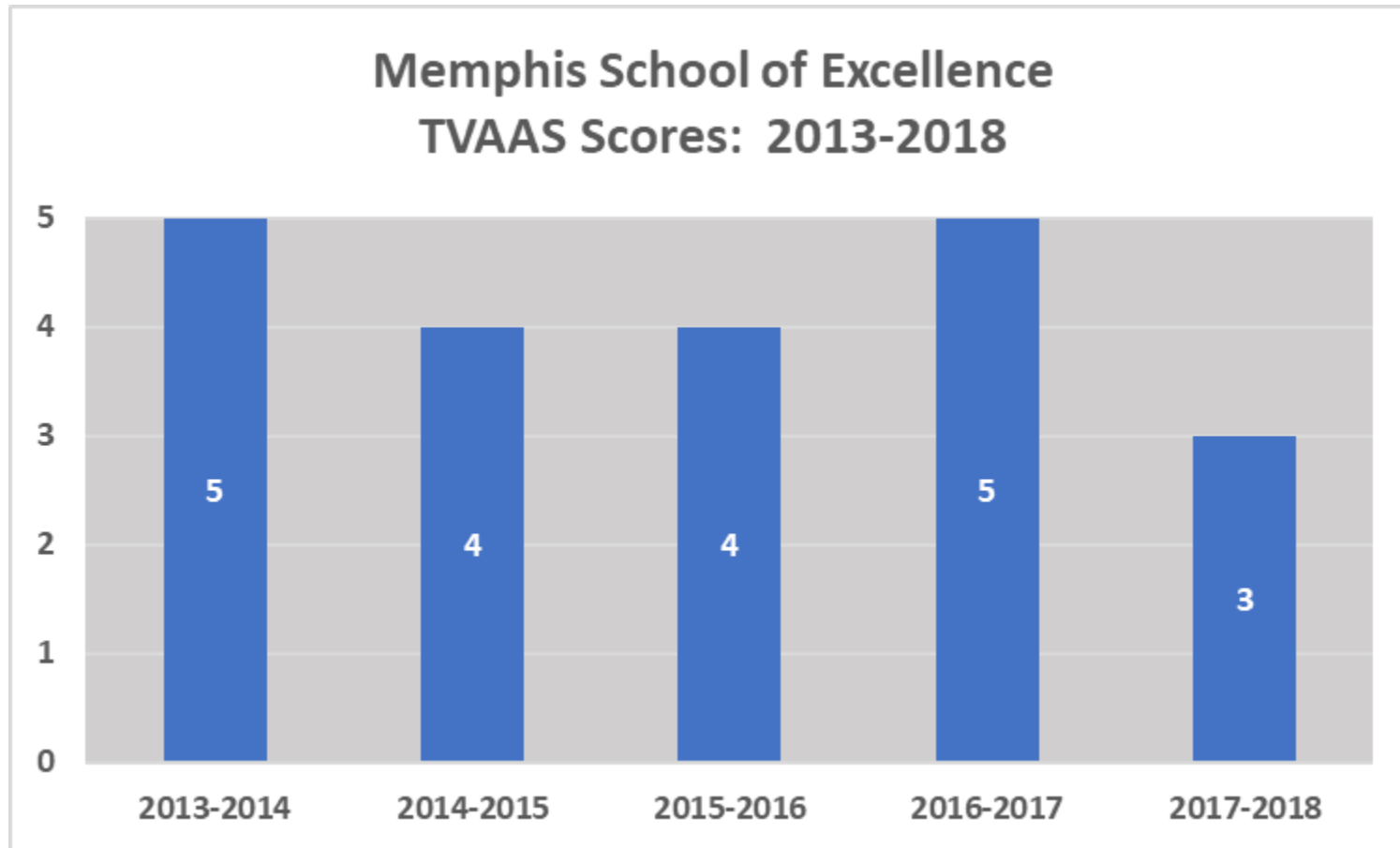
Among the 42 high schools in Shelby County, MSE ranked #8 on the 2017-18 School Performance Framework.



In English/Language Arts proficiency, MSE has performed in the top 20% of all High Schools in the district over the past two academic years.



MSE has consistently achieved strong TVAAS scores over the past 5 years, achieving a Level 4 or 5 in four of the last five years.

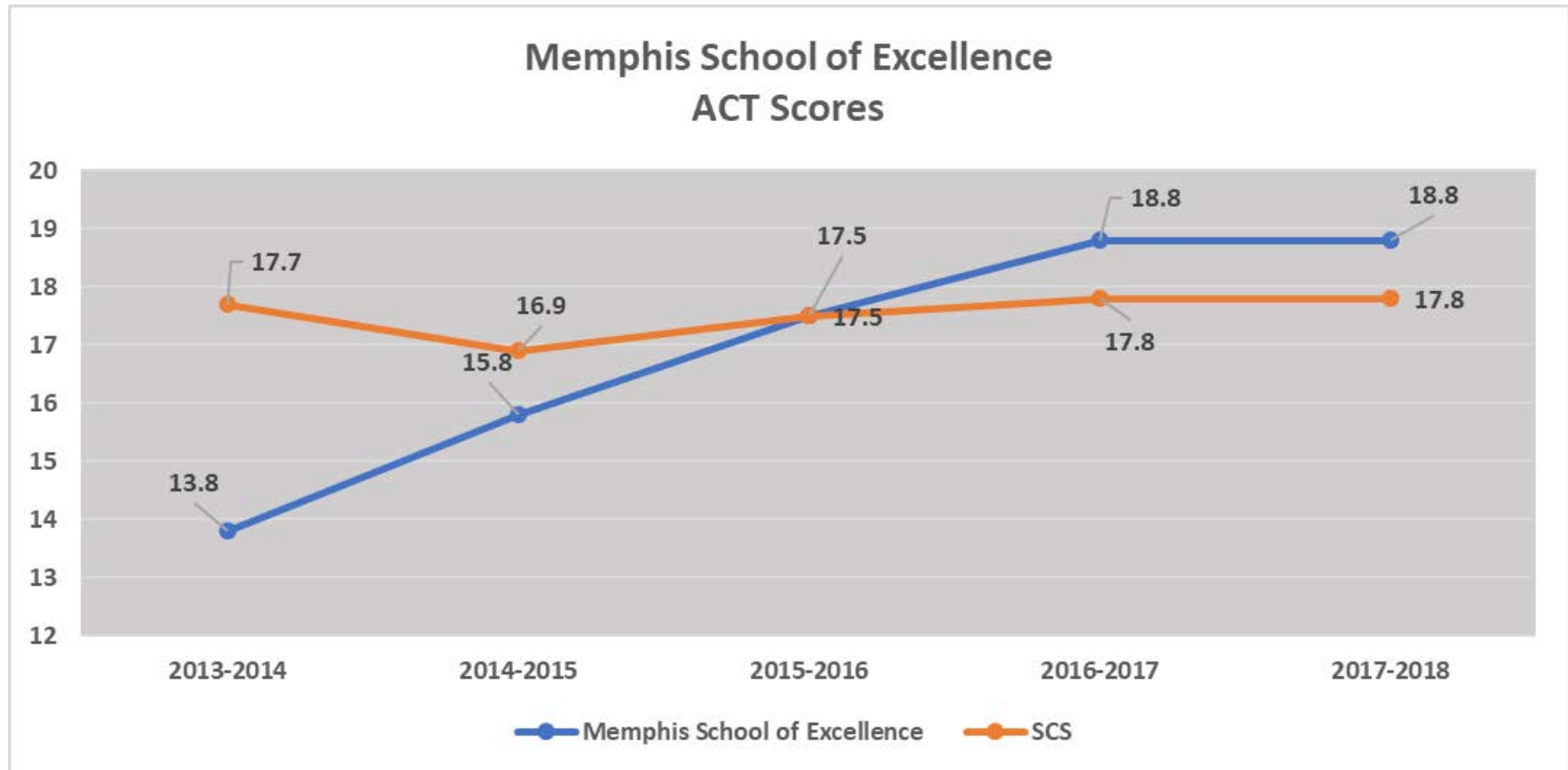


Further, since its first graduating class in 2014, MSE has consistently graduated nearly 100% of its seniors.

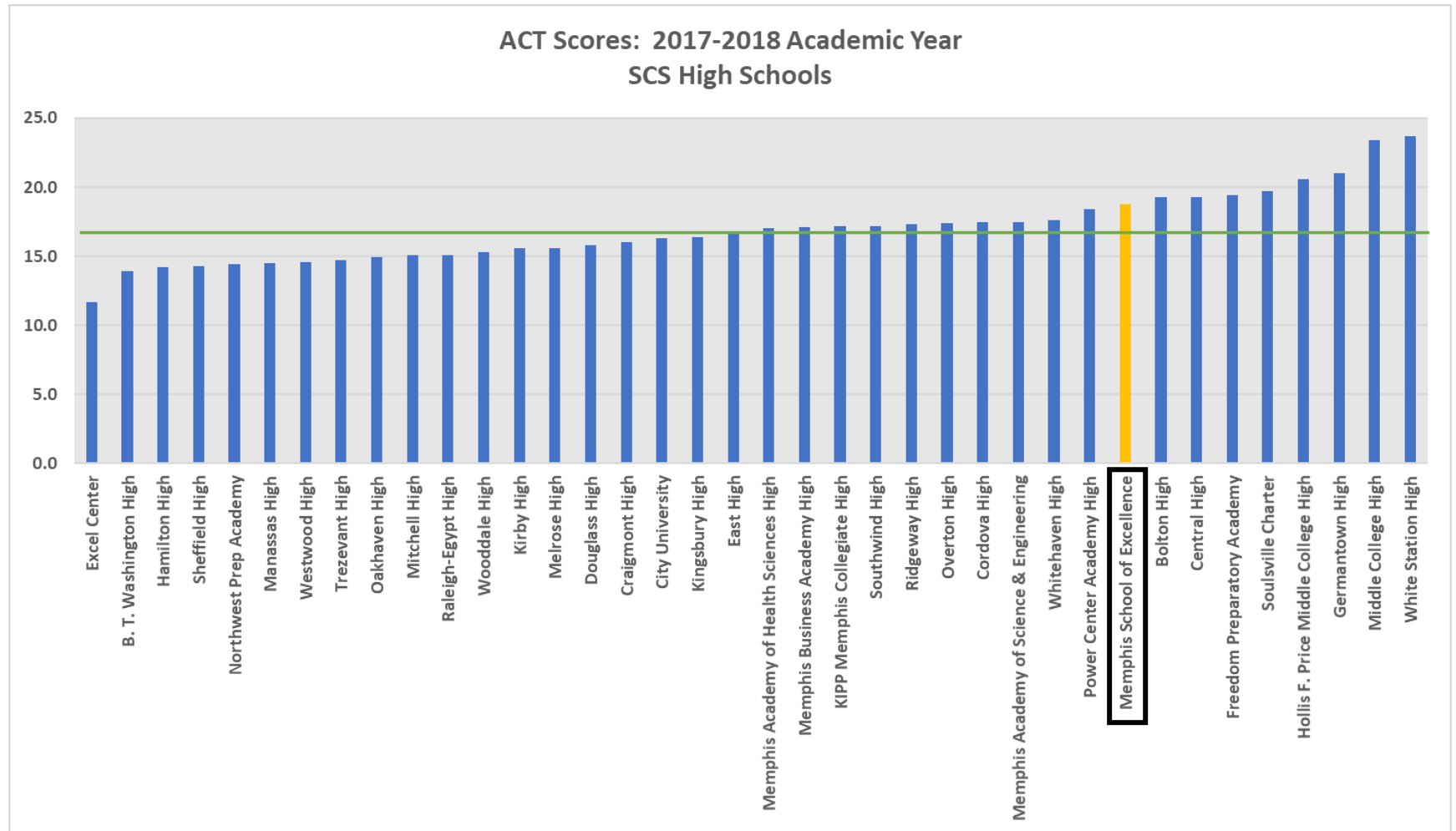
- 2014: 100% graduation rate
- 2015: 100% graduation rate
- 2016: 100% graduation rate
- 2017: 98% graduation rate
- 2018: 100% graduation rate

Snapshot of 2017 and 2018 Graduating Classes	
Class of 2017	Class of 2018
<ul style="list-style-type: none">• 40 graduates• 31 (77.5%) matriculated into post-secondary institutions<ul style="list-style-type: none">19 into a 4-year college12 into a 2-year college• \$3.9M earned in scholarship funding	<ul style="list-style-type: none">• 52 graduates• 41 (78.8%) matriculated into post-secondary institutions<ul style="list-style-type: none">23 into a 4-year college16 into a 2-year college2 into a Technical college• \$5.8M earned in scholarship funding

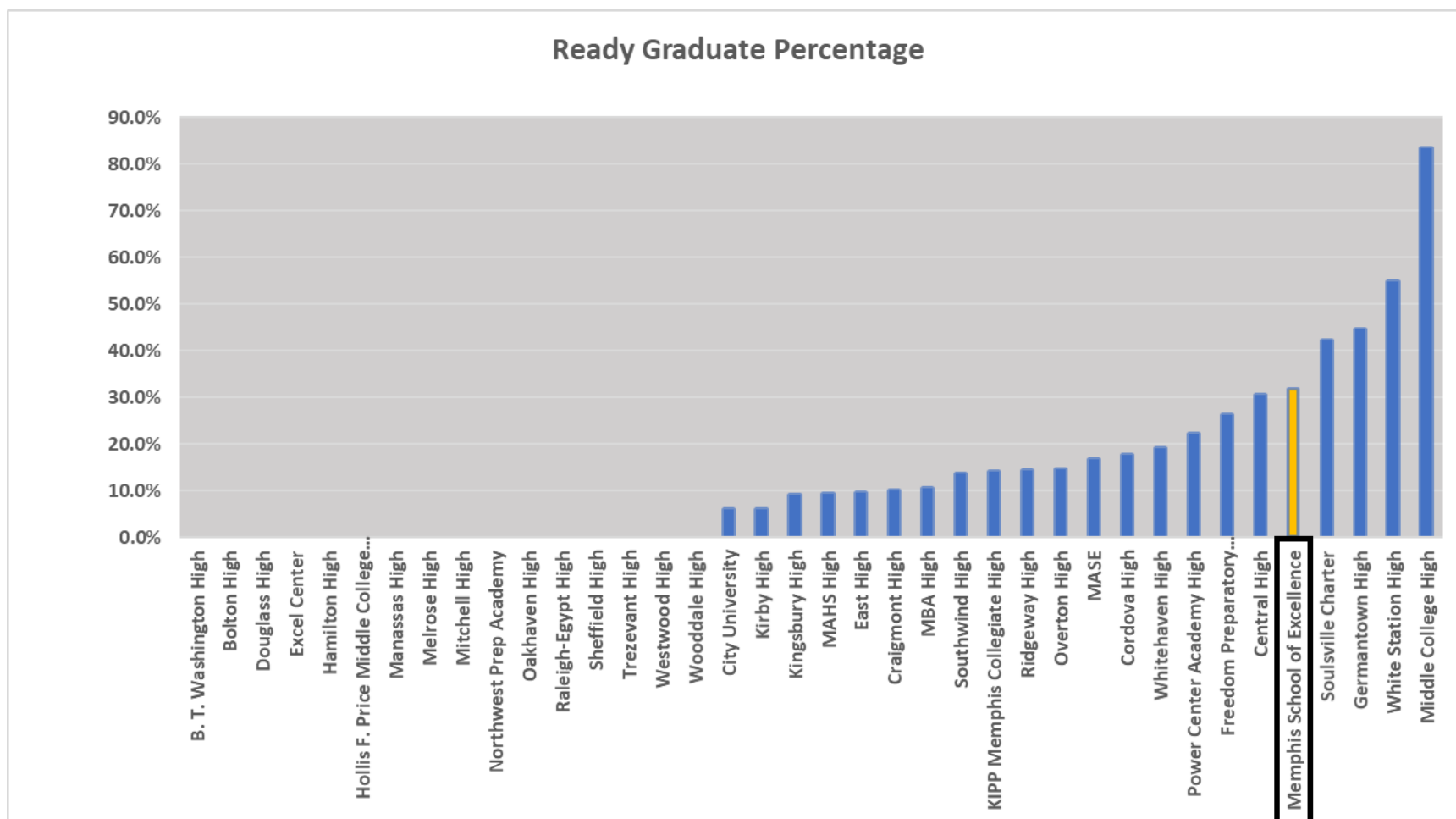
MSE has significantly increased its ACT score average over the past 5 years (from 13.8 in 2014 to 18.8 in 2018).



MSE is ranked in the top quartile of all SCS high schools in ACT average.



MSE ranks #5 among all SCS high school in terms of the percentage of its graduates who are “College Ready” (i.e., score a 21 or higher on the ACT and graduate on time).



d. If applicable, provide the graduation rates for each school in the network.

Since graduating our first class in 2014, we have consistently graduated nearly 100% of our senior students. The chart below details our graduation rate by year:

Year	2014	2015	2016	2017	2018
Graduation Rate	100%	100%	100%	98%	100%

e. Using the Portfolio Summary Template, provide a detailed summary of all of the schools in the operator's portfolio as Attachment S.

See Attachment S.

f. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's performance.

- Be specific about the results on which you base your judgment that the school is high-performing.
- Discuss the primary causes to which you attribute the school's distinctive performance.
- Discuss any notable challenges that the school has overcome in achieving its results.
- Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.

Results. Our elementary school that is in the Hickory Hill neighborhood of Memphis does not yet have historical data, including State assessment results, from which to inform a judgment about performance. We are only in our second year of operation and are just serving grades kindergarten through five this school year. However, our middle and high school has been in operation since 2010 and has consistently been high-performing. The following results inform this judgment about our middle and high school:

- **SCS School Performance Framework Ranking:** On SCS' School Performance Framework in 2017-18, we ranked #12 of 82 middle and high schools in the district and #8 of 42 high schools.
- **State-Mandated Assessment Results:** Since opening, we have consistently improved our State-mandated assessment scores. Further, our scores have been in the top 10% of all SCS schools since 2014.
- **Tennessee Value-Added Assessment System (TVAAS) Scores:** We have consistently achieved strong TVAAS scores over the past 8 years, achieving a level 4 or 5 in seven of the last eight years.
- **ACT Results:** We have significantly increased our ACT average score over the past 5 years (from 13.8 in 2014 to 18.8 in 2018). We are in the top quartile of all SCS high schools for ACT average. We also rank #5 among all Shelby County Schools (SCS) high schools in terms of the percentage of graduates who are college-ready. These successes contributed to MSE being recognized by *US News and World Report*, which ranked us the #1 charter high school in Tennessee and #26 among all high schools in the State.

- **Graduation Rates:** Since our first graduating class in 2014, we have consistently graduated nearly 100% of seniors. More specifically, we achieved graduation rates of 100% from 2014-16 and, as well, in 2018, and a 98% graduation rate in 2017. Further, in 2018, 100% of graduates were accepted into college, the majority of whom participated in the TN Promise Program and collectively earned over \$6M in scholarships.
- **SCS Operational Scorecard:** MSE received the highest operational scorecard among all charter schools in 2016⁶, 2017⁷, and 2018⁸.
- **Student Retention Rates:** We have historically retained the vast majority of our students. More specifically, we have maintained an approximate 90% student retention rate from year-to-year – one of the highest in the district.
- **Survey Results:** We administer surveys to our staff, parents, and students every year to collect qualitative data about the state of the school. Surveys ask stakeholders to provide input around, as well as rate, various aspects of our school, including leadership, the academic program, and culture and climate, among other indicators. Survey data consistently indicates that staff, parents, and students approve of, and enjoy, our school.
- **Extracurricular Competition Placements:** As explained in more detail below, we offer numerous extracurricular activities for our students, some of which involve participating in competitions. Our competing clubs have experienced great success, including:
 - Science Olympiad Team: In the 2018-19, the team placed second out of twelve in the Memphis City competition; we have placed every year that we have participated.
 - Robotics Team: In 2016, the team placed second out of 41 teams in the West Region Tennessee competition. In 2013, the team placed first out of 26 teams in the West Region Tennessee competition. In 2012, the team placed third out of 46 teams in the West Region Tennessee competition.

Primary Causes of Distinctive Performance. We attribute our school's distinctive performance to the following primary causes:

- **Small Class Sizes:** Our average class size is 20. This low student-to-teacher ratio enables teachers to provide individualized, differentiated instruction to meet the needs of every child enrolled in their class. Our small class sizes also allow teachers to form supportive, trusting relationships with their students, as well as positions students to be able to foster meaningful relationships with each other. We firmly believe the academic and cultural benefits of small class sizes has greatly contributed to our success.
- **Benchmark Assessment and Tutoring System:** Students are assessed every six weeks in contents that are tested through State-mandated assessments. The Academic Coordinator creates all benchmark assessments to ensure that every test aligns with the standards and accurately gauges students' levels of proficiency and progress toward mastery of standards. After each benchmark administration, teachers analyze students' scores, the results of which inform upcoming instructional plans. In addition, benchmark results determine student groupings for, and the focus of, tutoring. More specifically, students whose benchmark results indicate that they require more support are assigned to tutoring. Based on individual

⁶ <http://www.scsk12.org/calendar/files/2016/2016-Charter-Report.pdf>

⁷ <http://www.scsk12.org/charter/files/2017/2017-CHARTER-ANNUAL-REPORT.pdf>

⁸ <http://www.scsk12.org/charter/files/2018/2018-CHARTER-REPORT.pdf>

students' needs, students are either tutored during the school day during pull-out sessions that typically occur during electives, after school, or on the weekend during Saturday tutoring, which occurs every week from mid-January to mid-April. Further, benchmark results are examined during data meetings, during which the Academic Coordinator and instructional coach meet with teachers individually to set instructional goals and determine upcoming benchmark targets.

- **Test Center:** We created an electronic test center that enables teachers to enter tests and have scantrons created and graded by the center. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans.
- **College Readiness:** A primary component of our school culture is emphasis on college readiness. We employ two full-time counselors who work in collaboration with grade-level teachers and closely with students directly around college readiness. Counselors not only ensure students are on-track to graduate through regular reviews of transcripts, they also help students in developing their post-secondary goals and plans. Counselors aid students in identifying colleges and university that meet their individual learning needs. Counselors also assist students in the college and financial aid application process. In addition, we host an annual college fair and offer a practice ACT program to further build a college-readiness culture on campus.
- **School Community Focus:** We intentionally cultivate a positive school culture for students, parents, students, and staff. More specifically, throughout the year, we hold a number of school events for students and families. Many of these events are academic in nature, such as curriculum nights, during which teachers and staff review upcoming curricula with parents so that they are fully informed about what their child(ren) is/are learning. In addition, we host multiple social events for families so that staff, students, and parents can come together as a community. Among these events are festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies, such as honor roll celebrations throughout the year to celebrate students and the school and cultivate school spirit. Further, we will offer events just for our parents; these events enable parents to interact and build relationships with school staff. For example, we have regular Muffins for Moms and Donuts for Dads meetings. In addition, we engage in team-building activities as a staff every month. This team-building is critical to staff forming and maintaining positive, collegial relationships, which fosters a collaborative and respectful staff culture.
- **Home Visits:** In addition to building strong partnerships with parents through our school community focus as described above, we also implement a robust home visit program. Home visits enable teachers to make authentic connections with their students and students' families. During home visits, teachers engage students and families in conversations about the school and about themselves. Teachers provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers also support parents in using the school's database and parent mobile application (described below), which serve as the primary communication methods between home and school.

- **Parent Communication:** We believe that parents are our partners and need to be fully informed about their child(ren)'s progress, which, in turn, better enables parents to hold their child(ren) accountable for their learning. To that end, parents are able to access information about their child(ren) through our school database and parent mobile application. Teachers post upcoming class activities, assignments, and projects, as well as record students' grades so that parents can receive timely updates about their child(ren)'s progress and achievement. Assessment data are also available through the database and application, so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data will be contained in the database, so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies. Further, the database serves as a direct link between teachers and students. Teachers and parents are able to leave notes for and send electronic communications to each other, enabling frequent and fluid communications.
- **Extracurricular Offerings:** While academics are our primary focus, we believe that extracurricular activities contribute to our students' success and positive learning outcomes. Accordingly, we offer students the opportunity to participate in a number of sports, including volleyball, basketball, soccer, track, cross-country, baseball, softball, bowling, and cheerleading. Participation in athletics position students to gain critical skills that translate to the classroom, including collaboration, cooperation, and teamwork. We also have multiple clubs that students may join, such as Drama, Robotics, Math Counts, Science Olympiad, Destination Imagination, National Junior Honor Society, National Honor Society, Girl Scouts, Bingo, and Board Games Club. Like sports, clubs encourage students to collaborate and work together. In addition, clubs reinforce and extend academic learning. For example, students in the robotics club apply principals and concepts learned during their mathematics, science, and technology classes.

Challenges. We faced and overcame two notable challenges in achieving our results. These challenges are:

- In 2012, our test scores resulted in us being placed on the priority list in the bottom 5% of all schools across the State. Our low performance and placement on the priority list caused us to examine our data, as well as our systems and structures to identify the root causes of poor student outcomes, which were determined to be: 1) instruction was not aligned to Common Core State Standards and/or Tennessee Academic Standards; and 2) students did not receive enough instructional time in English language arts (ELA) and mathematics. In response, we modified our professional development plans to provide sessions and implementation support around designing and delivering standards-based instruction, implemented a standardized lesson plan structure, provided an electronic test center, and modified our daily schedule to provide students with double blocks of ELA and mathematics instruction – all of which is described below in more detail. Resultantly, our test scores improved, and we were removed from the priority list in 2014. Additionally, our scores have been in the top 10% of all SCS schools since 2014, and we have achieved a Level 4 or 5 TVAAS score in seven of the last eight years.
- In 2014, our ACT average was ranked as one of the lowest across the State. In examining factors that contributed to this poor performance, we noted that students were testing poorly on math questions. In response, we began to offer ACT Bridge math – a class for credit

– that provides a comprehensive review of math concepts tested on the ACT. We also pinpointed the lack of ACT test preparation and support as a root cause. Accordingly, we created and implemented an after-school ACT tutoring program, which has been successful in raising scores. The tutoring program is implemented by grade-level teachers who use the results of practice ACT assessments to inform the tutoring focus for each session. Both of these offerings have proven successful. We have significantly increased our ACT average score over the past 5 years, from 13.8 in 2014 to 18.8 in 2018. We are now in the top quartile of all SCS high schools for ACT average.

Network Operation. Upon deciding and receiving approval to open our elementary school, which is currently in its second year of operation, we strategically located the elementary school to the same grounds as the middle school so that both schools would be in very close proximity. The closeness of the two schools enabled middle school leadership to also oversee the elementary school upon opening. We intentionally structured overlapping oversight of the elementary and middle school so that we could replicate the key design elements (described above) to which we directly attribute the consistent high performance of our middle and high school. Since middle school leadership had valuable knowledge of, and experience in, implementing and managing our systems and structures, we were able to replicate them with fidelity at the elementary school.

Of the replicated best practices, our benchmark assessment and tutoring system stands as the most impactful. More specifically, upon implementing our benchmark assessment and tutoring system (described above) in 2010 at the middle and high school, we observed the positive impact it had on students' test scores on State-mandated assessments. After implementation, we have consistently improved our State-mandated assessment scores. Further, since 2014, our scores have been in the top 10% of all SCS schools.

To ensure efficient and effective replication, the Academic Coordinator was tasked with overseeing the creation and implementation of the benchmark assessment and tutoring system at the elementary level. She ensured that instructional staff received professional development around the system so that they fully understood how and why benchmarks are created; administration procedures; how to analyze and apply results to inform instruction and tutoring groupings; and how to set goals based on results. In addition to overseeing the system at the elementary school, the Academic Coordinator also continued to manage the benchmarks and tutoring at the middle and high school to ensure the system was implemented with fidelity and continuity at both schools.

In addition to replicating our benchmark assessment and tutoring system in our elementary school, during the 2017-18 school year, we also helped another charter school organization implement the system in their schools. More specifically, this network has three schools operating across their organization. Each school within the network was not performing well on State-mandated assessments and was not demonstrating student growth as evidenced by TVAAS scores of 1s. After seeing the successful results of our test scores and high operational scorecard, the organization contacted us for support. After implementing our system for just one year, each school saw a significant improvement in their test and TVAAs scores, which went from 1s at all three schools to a 2, 4, and 5 in 2018.

- g. **Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.**
- **Describe the primary causes to which you attribute the school's problems.**
 - **Explain the specific strategies that you are employing to improve performance.**
 - **How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?**

As explained above, our elementary school that is in the Hickory Hill neighborhood of Memphis does not yet have historical data, including State assessment results, from which to inform a judgment about performance. We are only in our second year of operation and are just serving grades kindergarten through five this school year. However, our middle and high school, which has been consistently high-performing since 2014 as discussed above, experienced low, unsatisfactory performance in the initial years after opening.

Primary Causes. As indicated above, in 2012, our test scores resulted in us being placed on the priority list in the bottom 5% of all schools across the State. Our middle school English language arts, mathematics, and science scores were very low, 8.82%, 2.45%, and 8.82% proficient and advanced respectively, and greatly contributed to our priority status. Upon isolating our middle school scores, we analyzed our instructional practice, systems, and structures, and identified two primary causes of such unsatisfactory performance:

- Instruction was not aligned to Common Core State Standards and Tennessee Academic Standards as evidenced by test scores, informal and formal teacher observation data, and reviews of instructional plans.
- Students were not receiving enough instructional minutes in ELA and mathematics to master the content; most students enrolled below grade level and needed additional time to build foundation skills to enable them to engage in and master grade-level standards and content.

Strategies for Improvement. To remedy the primary causes of unsatisfactory performance as described above, we successfully implemented the following strategies for improvement:

- **Professional Development:** To ensure that instruction aligned to Common Core State Standards and Tennessee Academic Standards, we first examined our professional development plans and realized that we were not offering sufficient professional development around implementing standards-based instruction. As a result, we immediately altered our professional development calendar and dedicated a number of professional development sessions to the following:
 - Understanding and unpacking the standards
 - Writing standards-based learning objectives
 - Determining specific learning outcomes to indicate if students mastered learning objectives
 - Designing instructional plans, including learning activities and assessments, aligned to and driven by standards-based objectives and desired learning outcomes
 - Analyzing data sources to identify objectives that were not mastered and creating reteach plans
- **Standardized Lesson Plan Structure:** In addition, we also implemented a standardized lesson plan structure to support teachers in creating instructional plans with standards-based

learning objectives and outcomes that aligned to learning plans and activities. As indicated above, we provided robust professional development around the lesson plan structure. Further, we required all teachers to submit their plans to be reviewed by the Academic Coordinator, who provided intensive implementation support in revising, as well as creating plans. We ensured that every teacher had two daily planning periods so that they would have ample time to engage in purposeful planning and revision.

- **Test Center:** We created an electronic test center that enables teachers to enter tests and have scantrons created and graded by the center. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. Providing our teachers with the ability to disaggregate data in multiple ways and student groupings has cultivated a robust culture of data-driven instruction, which has greatly contributed to our success.
- **Additional Time for Core Instruction in ELA and Mathematics:** We modified our daily schedule to enable students to receive additional time for core instruction. More specifically, we implemented double ELA and mathematics blocks so that students received a total of 90 minutes of instruction in each subject. The double blocks ensured that students had ample time to engage in ELA and mathematics. The double blocks also provided teachers the time they needed to provide individualized remediation and/or intervention to struggling students in need of support.

Expectations for satisfactory performance. We have established the following academic measures and targets, which outline our expectations for satisfactory performance:

- **SCS School Performance Framework (SPF) Rankings:** We have set a minimum target of 3.5 on our annual SPF rankings.
 - **State-Mandated Assessment Results:** To be deemed satisfactory, we expect that the percentage of students scoring on-track plus mastered on State-mandated assessments will meet our Annual Measurable Objective every year. Proficiency rates at each grade level and subject will exceed the district average by at least 10 percentage points each academic year. At each grade level and subject, 50% of the students who have been enrolled in an MSE school for three consecutive years will be proficient.
 - **Tennessee Value-Added Assessment System (TVAAS) Scores:** We expect that our combined TVAAS score is at minimum a 3 each year.
 - **ACT Results:** We established the target of at least an 18.8 average ACT score each year, with at least 40% of students scoring 21.
 - **Graduation Rates:** We have set 100% as our target annual graduation rate.
- h. **For all schools operating under another authorizer: provide, as Attachment T, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).**

Not applicable.

- i. **For all schools operating in the state of Tennessee: provide the following in Attachment U: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.**

See Attachment U.

- j. **List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for “material breach.”**

Not applicable.

- k. **List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.**

Not applicable.

- l. **Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.**

Not applicable.

- m. **Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in Attachment V: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.**

Not applicable.

Additional Information Required by SCS

2019 Charter Application Supplement

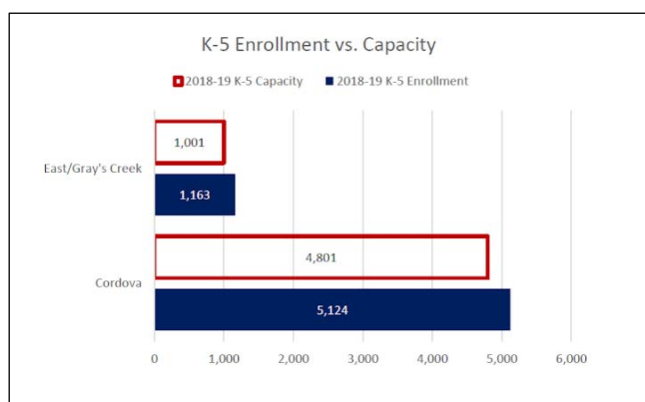
To supplement Section 1.2 Enrollment Summary, please elaborate on the need of the community in your selected region. The need for a charter school in a given region may be any or all of the following:

- **Academic** – the other public schools in the region are underperforming and would benefit from your proposed charter option.
- **Over Enrollment** – the other public schools in the region are over-enrolled or over-crowded and would benefit from your proposed charter option.
- **Programmatic**– the other public schools in the region do not offer the program(s) the proposed charter would offer (e.g., language immersion; Montessori; agribusiness).

Please attach the narrative describing the need for the proposed charter school in your selected region, using the defined categories and the Regional Seats Analysis to guide your discussion.

The need for our proposed school is great. As explained in the Enrollment Summary section, Cordova has rapidly grown and continues to grow both commercially and residentially. While commercial facilities and housing developments have been built in response to this growth, the creation of enough new schools to accommodate the growing number of school-aged children has not kept pace with demand. More specifically, there are currently only five public elementary schools operating in the Cordova area.

Accordingly, Shelby County School's (SCS) Regional Seats Analysis and 2019 Charter Application Supplement indicate that elementary schools in the East region of Memphis, where Cordova is located, are overenrolled. SCS' Regional Seats Analysis specifically states that 822 more elementary seats are needed at schools with a 3.00+ SPS – MSE earned a 4.25 in 2018.



School Performance

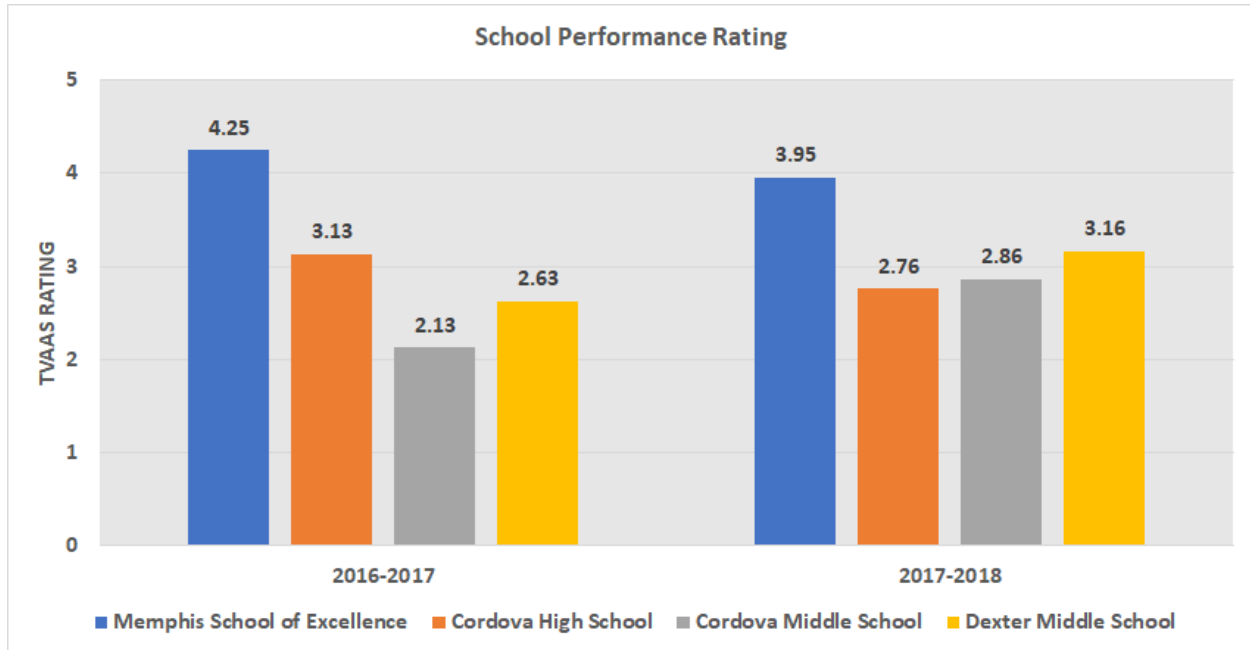
Based on the most recent School Performance Scorecard (2016-18), the Cordova neighborhood has the highest percentage of students in 6-8 and 9-12 schools with a School Performance Scorecard rating below a 3.00 in the East region.

Using 3.00 on the School Performance Scorecard as the marker for performance, the East region needs almost 4,000 seats at schools with a 3.00+ SPS. The list below shows the number of seats needed by grade band.

- K-5: **822 more** seats at schools with a 3.00+ SPS
- 6-8: **785 more** seats at schools with a 3.00+ SPS
- 9-12: **2,263 more** seats at schools with a 3.00+ SPS

Our elementary school in Hickory Hill is only in its second year of operation and is just serving grades kindergarten through five this school year. As such, we do not yet have historical academic data from State-mandated assessments at the elementary level. However, the elementary school replicates the best practices of the middle and high school in operation in Hickory Hill, which has

a strong track record of academic success. Additionally, as depicted below, MSE outperformed the public middle and high schools currently in operation in Cordova.



Given SCS’ recommendation for additional high-quality elementary seats in the Cordova area, as well as MSE’s high performance rankings and outperformance of schools currently operating in Cordova, we contend that MSE will provide a much-needed high-quality option to serve elementary students in Cordova.



DEPARTMENT OF EDUCATION
650 East Parkway South
Memphis, Tennessee 38104
(901) 321-4350 • Fax (901) 321-3299
www.cbu.edu

February 26, 2019

To Whom it May Concern:

Please accept this letter of support on behalf of the Memphis School of Excellence (MSE) Cordova campus. As you are aware, MSE has submitted an application to establish and open a charter school in the Cordova area. MSE's STEM-focused education and small class size will provide students in Cordova a strong educational opportunity in these important areas.

The Department of Education at Christian Brothers University has been working with MSE for several years. Our professors conduct PDs and teacher observations throughout the year. We are also looking forward to placing teachers at MSE campuses next year as part of our residency program.

With Cordova schools operating over capacity, many parents and students would welcome the option of a charter school and I am confident that MSE's history of success will enable them to provide the same experiences to students in the Cordova area.

I am pleased to give my support to Memphis School of Excellence Cordova.

Sincerely,

Samantha M. Alperin, Ed.D.
Chair, Professor of Education
Director of Undergraduate and Graduate Programs
(901) 321-3116 salperin@cbu.edu

March 7, 2019

Dear Shelby County School Board:

On behalf of The Children's Museum of Memphis, I am proud to declare our intent to collaborate with and support the School of Excellence Memphis. Access to high quality education is a critical component for all of the children in Memphis. Providing strong educational options is important to building and maintaining a healthy community. The Children's Museum is committed to providing hands-on learning experiences for our guests and we believe that there is alignment between our mission and the work taking place at the School of Excellence Memphis.

In recent years, the School of Excellence has proven a commitment to the success of their students by consistently performing well, growing quality programs, and cultivating a positive and supportive school culture. I am excited about the value the School of Excellence Memphis can add to the Cordova community. Building a successful partnership will benefit the educators, students, and families that are and will become a part of the school family. It is with great enthusiasm that we commit to be a collaborating resource for the School of Excellence Memphis at Cordova.

If you have any questions, please contact me at (901) 458-2678 ext. 230 or

Avis.Robinson@CMOM.com

Sincerely,

A handwritten signature in dark ink, appearing to read 'Avis Robinson', followed by a long horizontal flourish.

Avis Robinson, Director of Education

The Children's Museum of Memphis

DEXTER RIDGE HOA

March 01, 2019

Please accept this letter of support on behalf of the Memphis School of Excellence Cordova (MSE). As you are aware, MSE has submitted an application to establish and open a charter school in our area in order to better serve the needs of our students. MSE's STEM-focused education and small class size will provide students in Cordova with a strong educational opportunity.

As past president of the homeowners association, I know that there are many parents and students in the neighborhood who are interested in a quality public school option. After meeting with MSE administrators, I am confident that MSE's history of success in Hickory Hill will enable them to provide the same experience to students in Cordova.

I am pleased to give my support to Memphis School of Excellence Cordova. We look forward to welcoming them to the neighborhood.

Sincerely,



Eleanor Merrill
Past President
Dexter Ridge HOA

One day, all children in this nation will have the opportunity to attain an excellent education.



March 6, 2019

Charter Authorizer Review Committee
Shelby County Schools
995 S. Lauderdale, Room 212
Memphis, TN 38126

Dear Review Committee:

It is my pleasure to write a letter in support of the proposal Memphis School of Excellence (MSE) has presented to you seeking approval for their expansion in Cordova. As the Executive Director of Teach For America – Memphis, I believe that Memphis School of Excellence provides students with a foundational academic experience as well as one where they're affirmed and given access to a multitude of opportunities to broaden their worldviews and make them competitive for college and careers.

Teach For America has partnered with MSE since 2011 in the placement of our first and second year teachers. Mr. Turkey and his team of administrators and teachers have welcomed our corps members and established a strong culture and community of support for them and for the students and families they serve. We currently have over 20 current and former Teach For America corps members working across the three campuses, including 7 alumni who have chosen to stay beyond their corps commitment to continue their work with the MSE team.

Based on MSE's past record of success, as demonstrated by their local and national rankings and recognition, I believe they will add to the growing number of schools in our community that believe that every child can achieve at the highest level and that, when given the right supports and in partnership with many, students can transcend what demographics would otherwise predict for their futures and that we can all create a different paradigm of schooling that works with, not against, students' success. I'm excited about what MSE's expansion could mean for the infinitely talented students in Cordova and, at Teach For America, we're committed to the successful continuation of our partnership.

Thank you for your consideration of Memphis School of Excellence's application. I know the school will be an asset to our students, the community of Cordova and our district. I look forward to working with MSE in the future and helping them build on the successes they have seen at their initial campuses.

Sincerely,

A handwritten signature in black ink that reads "Mackenzie Smith". The signature is fluid and cursive, with a stylized "M" and "S".

Mackenzie Smith
Managing Director, Participant Operations, Teach For America Memphis



AN AMERICORPS PROGRAM

M E M P H I S
MOTOR WERKS
European Car Experts Since 1985

To whom it may concern,

Please accept this letter as evidence of our support for the Memphis School of Excellence in Cordova. We feel that this school would fill a void for formal technical education in our community and offer additional options to families in the area.

We value the STEM focused curriculum and feel that science, engineering, and math are key components to a good overall education and will prepare students for the tech jobs when the time comes.

Having owned and operated Memphis Motorwerks at 9063 Macon Road for over 24 years, we have come in contact with hundreds of customers and their families. Schools are a common topic of conversation. We feel we also can express their support of the additional education opportunities that Memphis School of Excellence will offer Cordova students.

Sincerley,



David LaBarreare, Owner

To Whom it May Concern:

Please accept this letter of support on behalf of the Memphis School of Excellence Cordova (MSE). As you are aware, MSE has submitted an application to establish and open a charter school in our area in order to better serve the needs of our students. MSE's STEM-focused education and small class size will provide students in Cordova with a strong educational opportunity.

As a resident of the Cordova area, I know that there are many parents and students in my neighborhood who are interested in a quality public school option. After meeting with MSE administrators, I am confident that MSE history of success in Hickory Hill will enable them to provide the same experience to students in Cordova.

I am pleased to give my support to Memphis School of Excellence Cordova. We look forward to welcoming them to the neighborhood.

Sincerely,

Traci Smith
Resident 38018

March 4, 2019

To Whom It May concern:

Please accept this letter of support on behalf of Memphis School of Excellence, Cordova Campus (MSE). As you are aware, MSE recently applied for the establishment of a new charter school in our area. MSE's STEM-focused education and small student/teacher ratio will provide Cordova students the opportunity to reach high educational goals and achievement in grades K-12.

As a pastor in the Cordova community at Advent Presbyterian Church for 33 years and now working part time in my retirement at the church, I believe our students and our community would greatly benefit from an additional public-school option. After reviewing the mission and history of MSE, I am confident that its success in Memphis, if granted the opportunity, will extend to Cordova as well.

I am pleased to give my support for the establishment of Memphis School of Excellence, Cordova Campus, because it will offer another needed option for our community. I look forward to MSE becoming a part of our community.

Sincerely,

A handwritten signature in cursive script that reads "David A Schieber". The signature is written in dark ink and is positioned above the printed name.

David A. Schieber, Minister to Senior Adults, Advent Presbyterian Church

To Whom it May Concern:

Please accept this letter of support on behalf of the Memphis School of Excellence Cordova (MSE). As you are aware, MSE has submitted an application to establish and open a charter school in our area in order to better serve the needs of our students. MSE's STEM-focused education and small class size will provide students in Cordova with a strong educational opportunity.

As SAILS field coordinator, I know that MSE provides a quality public school option. After meeting with MSE administrators, I am confident that MSE history of success in Hickory Hill will enable them to provide the same experience to students in Cordova. I have observed the classes there and was very impressed with the quality of education they have provided their students. This opportunity would enable them to bring that same quality to the Cordova area. With the administrative support the teachers feel they are more than willing to go above and beyond to bring quality education to the students daily.

I am pleased to give my support to Memphis School of Excellence Cordova. We look forward to welcoming them to the neighborhood.

Sincerely,



Brenda McCall
Field Coordinator, West TN
Seamless Alignment and Integrated Learning Support (SAILS)
Department of K-12 Initiatives
Office of Academic Affairs
Phone: 901-413-7327
SAILS Office: 615-365-1518
www.tbr.edu/sails

March 8, 2019

To The Charter Authorizer Review Committee:

I am providing this letter of recommendation of support for Memphis School of Excellence Cordova.

As a Faculty in the Department of Computer Science at University of Memphis, I've experienced that students with strong STEM background perform better. Therefore, having a STEM-focused curriculum would strengthen the background of students in science, engineering and math before they major a related field in a university or college. Currently, I have been personally offering coding classes as an after-school activity at MSE's Winchester location. I would like to continue and offer the same club in MSE Cordova Campus.

I served as a board member for three years in Memphis School of Excellence's board. During this time, I had a chance to closely observe MSE's teachers and administrators. Their hard work and dedication for their students always impressed me and I felt fortunate to serve for such a successful school.

I strongly believe that they would succeed in the Cordova area when they are given the opportunity. Therefore, I am pleased to support for the new establishment of Memphis School of Excellence in Cordova.

Sincerely.



Fatih Şen, Instructor, Ph.D.
Computer Science
University of Memphis



School of Public Health

339 Robison Hall
Memphis, Tennessee 38152-3370
Office: 901.678.1340
Fax: 901.678.0372

www.memphis.edu/sph/people/faculty_profiles/ullmann.php

3/8/2019

Muhammet Turkey
Memphis School of Excellence
4450 S. Mendenhall Road
Memphis, TN 38141

Dear Mr. Turkey:

We are happy to confirm our intent to support the application of the proposed Memphis School of Excellence Cordova Campus and our willingness to work with MSE on health-related educational efforts. MSE is known for using innovative ways to inspire students' learning process

(<https://www.commercialappeal.com/story/news/education/2017/04/07/memphis-school-3d-prints-prosthetic-arm-student/100133266/>).

The School of Public Health of the University of Memphis has been working with MSE for several years on projects to address the epidemic of childhood obesity.

Free online tools such as FitKids (memphisfitkids.memphis.edu, <https://www.ncbi.nlm.nih.gov/pubmed/?term=memphisfitkids>) and FitWizard were developed by researchers at the University of Memphis to combat the sedentary habits and childhood obesity that threaten many students' scholastic success. Researchers made teachers, students and parents aware about these tools. We will continue to work with MSE to guide parents, students and teachers to a healthy lifestyle, and we look forward to including the proposed MSE Cordova campus in our efforts to improve health for all students and their families.

Sincerely,

Gerhild Ullmann, PhD, CPH

Research Assistant Professor, Div. Social and Behavioral Sciences
School of Public Health



The University of Memphis

339 Robison Hall, Memphis, TN 38152 USA

901.678.1340 ullmann1@memphis.edu

https://www.memphis.edu/sph/people/faculty_profiles/ullmann.php

SOUTHWEST

TENNESSEE COMMUNITY COLLEGE

P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • www.southwest.tn.edu

To Whom it May Concern:

Please accept this letter of support on behalf of the Memphis School of Excellence Cordova (MSE). As you are aware, MSE has submitted an application to establish and open a charter school in our area in order to better serve the needs of our students. MSE's STEM-focused education will provide students in Cordova with a strong educational opportunity.

As a Recruiter, I know that there are many parents and students in my neighborhood who are interested in a quality public school option. After meeting with MSE administrators, I am confident that MSE history of success in Hickory Hill will enable them to provide the same experience to students in Cordova.

I am pleased to give my support to Memphis School of Excellence Cordova. We look forward to welcoming them to the neighborhood.

Sincerely,

Shenay Nolan



Shelby County Schools
Office of Charter Schools
160 S. Hollywood Street
Memphis, TN 38111

To Whom It May Concern:

On behalf of the Tennessee Charter School Center, I am writing to express our support of the proposed Memphis School of Excellence Cordova charter schools.

At the Tennessee Charter School Center, we are committed to developing and supporting high-performing public charter schools while advocating for autonomy, accountability, and choice across public education in Tennessee. Over the years, Memphis School of Excellence has proven its ability to demonstrate meaningful growth and success for Shelby County students. MSE has earned Level 4 or 5 TVAAS score for six out of the last seven years. With a 100% graduation rate in 4 of the last 5 years and a 98% college acceptance rate, it is clear that MSE has discovered a method to move the needle for students in Memphis.

Memphis School of Excellence's mission is to provide a safe and collaborative environment by utilizing programs and strategies as well as math, science and technology tools to promote academic excellence, lifelong learning, and strong character development. MSE is a school that places an emphasis on developing creative approaches to problem solving and preparing students for secondary school and for their future careers as skilled professionals.

TCSC is passionately committed to our belief that all families deserve access to high-quality public education options and opportunities. As the state's primary charter school support organization, we have witnessed first-hand the transformative work that is happening in our charter school sector. We feel optimistic that Memphis School of Excellence's new campuses will provide those high-quality seats for students in Cordova based on their performance over the last several years.

Sincerely,

A handwritten signature in black ink, appearing to read 'Maya Bugg', is written over a light blue horizontal line.

Maya Bugg
Chief Executive Officer

David C Akdemir, Ed.D

Experience

2016 - Current Harmony Public Schools - Central Office Houston, TX

Director of Leadership Development

- Sets the vision and priorities of the leadership development team
- Manages all work streams toward the vision
- Collaborates closely with chiefs and area superintendents to implement leadership development programs
- Uses data to drive decision-making about program content and structure
- Ensures full implementation of leadership development initiatives in schools and districts
- Leads group workshops and coaches individual rising leaders in select topics
- Leads to organize annual leadership summit and regional development events, seminars, and workshops for leaders
- Facilitates performance management systems for leaders that include TPESS (Texas Principal Evaluation and Support System) and HPESS (Harmony Performance Evaluation and Support System)
- Facilitates new leadership academies such as New Principals Academy
- Facilitates leadership coaching programs
- Facilitates organizational assessment programs for campus leaders
- Leads to maintain TEA required charter officer and administrator training
- Facilitates succession management system
- Facilitates online learning management system with assistants

2014 - 2016 Harmony Public Schools - Austin Austin, TX

Area Superintendent

- Functioned as the Superintendent for assigned cluster
- Managed of human resources, maintenance, plant operations, facilities planning/management, construction and support services
- Implemented selection, training, and supervision of personnel
- Supervised school operations
- Supervised and evaluated principals; serves as liaison between principals and the Superintendent and Chiefs; works with principals to resolve school-based concerns and problems; assists principals and teachers in striving for maximum student achievement
- Supervised and conducted personnel administration duties for principals, including evaluating, assigning special duties, monitoring attendance and travel reports

- Supervised principals in analyzing school achievement data and to discuss implications for curriculum and instructional needs
- Developed and administered the district/cluster budget in cooperation with Finance Department using sound fiscal practices
- Ensured implementation of federal, state, and local mandated programs in relation to school site instructional and operational programs
- Provided professional and leadership development to principals and leadership teams in conjunction with the Human Resources Department
- Hired principals and cluster office personnel
- Holds regular meetings with school Principals, cluster directors/coordinators and other administrators to discuss the progress and problems of the cluster
- Directly monitored the work of cluster office personnel
- Visited campuses regularly to coordinate support services with principals
- Initiated and maintained ongoing and effective communication with community and parents regarding student achievement and school programs; supports school-based parent outreach programs and strategies to engage parents in student learning
- Resolved conflict with administrators, parents, teachers, staff, and community regarding extracurricular activities
- Assisted in determining school plant needs of the district by utilizing pupil projections, demographic studies, educational requirements, facilities requirements, and financial projections
- Served as district resource person in dealing with legal issues regarding staff members
- Implemented policies established by federal and state laws, State Board of Education rule, and local board policies
- Supported the alignment of functions between schools and central office divisions
- Worked with various committees and school administrative teams to review school's staffing allocations and forecasted enrollments
- Attended board meetings, and make presentations to the board

2010 - 2014

LISA Academy

Little Rock, AR

Principal/Superintendent

- Coordinated and assisted teachers and students in implementing Arkansas Standards and Frameworks.
- Provided professional development for teacher on state assessment standards.
- Maintained and monitored records for ESL, GT and Special Education students.
- Assisted an efficiency study to analyze how campus could be more fiscally resourceful.
- Provided leadership and mentoring opportunities to assistant principals
- Provided instructional resources and materials to support teachers in accomplishing instructional goals
- Communicated and promoted expectations for high-level performance to staff and students.
- Built common vision for school improvement with staff

- Directed planning activities and put programs in place with staff to ensure attainment of school's mission.
- Observed employee performance, recorded observations, and conducted evaluation conferences with staff.
- Used student achievement data to recommend improvement in the purpose, design, materials, and implementation of the instructional program
- Supervised maintenance of facilities to ensure a clean, orderly, and safe campus.
- Ensured that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and Student Handbook.
- Developed master schedule based on campus data.
- Attended conferences, workshops, seminars, and disseminated relevant information to instructional team leaders and members
- Used appropriate and effective techniques to encourage community and parent involvement.
- Ensured the effective and quick resolution of conflicts.
- Implemented Staff Hiring – Personnel Issues/Resolutions/Supervision/Staff Development – Planning and Execution

2009- 2010 LISA Academy Little Rock, AR

Vice Principal/System Manager

- Managed academic programs for middle and high school classes
- Created and maintained class schedules
- Supervised teachers as Curriculum Director
- Provided High School Counseling for 8th grade and High School Students
- Managed Professional Development and Appraisal System
- Managed Student report cards and transcripts
- Managed Practice Mock Tests and State Tests
- Provided IT supports for servers, printers, computers and network

2008-2009 LISA Academy – North Little Rock Sherwood, AR

Vice Principal/System Manager

- Managed academic programs for elementary and middle school classes
- Created and maintained class schedules
- Supervised teachers as Curriculum Director
- Provided High School Counseling for 8th graders
- Managed Professional Development and Appraisal System
- Managed student report cards and transcripts
- Managed practice mock tests and state tests
- Provided IT supports for servers, printers, computers and network

Computer Science Teacher/System Manager

- | | | |
|-----------|----------------------------|-------------------|
| 2003-2004 | Dove Science Academy - OKC | Oklahoma City, OK |
|-----------|----------------------------|-------------------|

Taught 6th, 7th and 8th grade Computer Classes including Keyboarding and Microsoft Office

2014 - 2016 Lamar University Beaumont, TX

- 2011- 2012 University of Arkansas in Little Rock Little Rock, AR

- 1997-2003 Middle East Technical University Ankara, TURKEY

- 1993-1997 Kartal Technical High School Istanbul, TURKEY

- Education, Educational Leadership, Leadership Development, Computers, Networking, IT, Programming, Soccer

Superintendent (EC-12) – Texas, Principal (EC-12) – Texas, Principal (EC-12) – Arkansas, Math Teacher (7-12) – Texas, Math Teacher (5-12) – Arkansas, Math Teacher (5-12) - Oklahoma

VEDA V. T. CHERRY

3228 Whisperwind Cove
Memphis, TN 38125
404-277-5787

EDUCATION

The George Washington University School of Law
Juris Doctor, May 1995

Washington, DC

The Georgia Institute of Technology
Bachelor of Electrical Engineering, September 1991

Atlanta, GA

Tougaloo College
Bachelor of Science in Physics, Magna Cum Laude, May 1991

Tougaloo, MS

LEGAL EXPERIENCE

Cherry & Cherry, LLC
Member (Managing Partner)

Atlanta, GA (1/05-present)

Established law firm in 2005. The firm's primary practice areas are intellectual property law, business transactions, and entertainment law.

The Institute of Paper Science and Technology, Inc.
General and Patent Counsel/Board of Trustees Secretary

Atlanta, GA (6/98-12/04)

Reported to the President. Managed the intellectual property portfolio. Provided legal counsel, advice, and training in general and intellectual property matters. Outsourced projects to general and patent law firms and managed outside general and patent counselors. Performed in-house patent prosecution and oversaw outside patent prosecution. Drafted, reviewed, and monitored IPST service contracts, technology licenses, material transfer, secrecy and research agreements. Negotiated general and technology licensing agreements. Established, reviewed, and approved company policies. Chaired the IPST intellectual property management council that determines intellectual property strategy. Monitored and advised on anti-trust compliance at IPST industry meetings. Served as Secretary on the Board of Trustees, provided guidance in corporate compliance, and prepared the minutes for board meetings.

Jones & Askew (merged with Kilpatrick-Stockton in 2000)
Associate

Atlanta, GA (9/95-5/98)

Prepared and prosecuted patent applications in the fields of software and telecommunications and in the electrical and mechanical arts. Prepared patentability and non-infringement opinions and IP licenses. Handled trademark prosecution and trademark opposition matters. Prepared and negotiated intellectual property agreements. Advised and counseled clients in intellectual property matters.

LICENSES AND MEMBERSHIPS

State Bar of Georgia License, Registered U.S. Patent Attorney. State Bar of Georgia Association, Atlanta Bar Association.

BYLAWS

Read Foundation

4450 S. Mendenhall Rd. St 1
Memphis, TN, 38141

ARTICLE 1

OFFICES

Principal Office

- 1.01. The principal office of the Read Foundation ("Corporation") shall be located at 4450 S Mendenhall Rd. St 1 Memphis, TN 38141. The Corporation may have such other offices, either in Tennessee or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

- 1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Tennessee. The registered office may, but need not, be identical with the Corporation's principal office in Tennessee. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

- 2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number Qualifications and Tenure of Directors

- 2.02. The number of Directors shall be no less than three (3). The number of the directors may be increased or decreased as needed by amendments by majority vote of the directors. Number of Directors may never be less than three (3). Directors need not be residents of Tennessee.

Nomination of Directors

- 2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election of Directors

- 2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may- [if desired, add: not] be elected to succeed himself or herself as director.

Vacancies

- 2.05. Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Annual Meeting

- 2.06. The annual meeting of the Board of Directors shall be held in the first two week of July of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Regular meeting

- 2.07. Regular meetings of the board shall be held at the principal office as noted online. Meetings days, hours and locations for the upcoming year will be posted in December of the previous year. The number of meetings may be increased or decreased by a resolution of the board. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Special Meetings

- 2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Notices

- 2.09. All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Quorum

- 2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Duties of Directors

- 2.11. Directors shall exercise ordinary business judgments in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

- 2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

- 2.13. Board of Directors may not issue a proxy or may not be represented by a proxy.

Compensation

- 2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

- 2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty one (51) percent of the Board of Directors.

ARTICLE 3

OFFICERS

Officer Positions

The officers of the Corporation shall be a president, vice president, a secretary, a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary.

Election and Term of Office

- 3.02 The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Removal

- 3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

- 3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

- 3.06. When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

- 3.07. The treasurer shall:
- (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
 - (b) Receive and give receipts for moneys due and payable to Corporation from any source.
 - (c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
 - (d) Write checks and disburse funds to discharge obligations of the Corporation.
 - (e) Maintain the financial books and record of the Corporation.
 - (f) Prepare financial reports at least annually.
 - (g) Perform other duties as assigned by the president or by the Board of Directors.
 - (h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
 - (i) Perform all of the duties incident to the office of treasurer.

Secretary

- 3.08 The secretary shall:
- (a) Give all notices as provided in the bylaws or as required by law.
 - (b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
 - (c) Maintain custody of the corporate records and of the seal of the Corporation.
 - (d) Affix the seal of the Corporation to all documents as authorized.
 - (e) Keep a register of the mailing address of each [if corporation has members, add: member], director, officer, and employee of the Corporation.
 - (f) Perform duties as assigned by the president or by the Board of Directors.
 - (g) Perform all duties incident to the office of secretary.

ARTICLE 4

COMMITTEES

Establishment of Committees

- 4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors.

The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

- (a) Amend the articles of incorporation.
- (b) Adopt a plan of merger or a plan of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the bylaws.
- (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
- (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

- 4.02. There shall be the following committees: Academic and Finance Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

- 4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

- 4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

- 4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.
- 4.06. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

- 4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A

committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

4.08. A committee member may not vote by a proxy.

Compensation

4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount. However, the Board of Directors is highly encouraged to provide services on a voluntary basis and request no compensation.

Rules

4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositories that the Board of Directors selects.

Gifts

5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, or, committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

Annual Statements Regarding Conflict of Interest Policy

5.05. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,

- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Records of Proceedings

5.06. The minutes of the governing board and all committees with board delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Violations of the Conflicts of Interest Policy

5.07. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Prohibited Acts

5.08. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:

- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
- (b) Do any act with the intention of harming the Corporation or any of its operations.
- (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
- (d) Receive an improper benefit from the operation of the Corporation.
- (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
- (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
- (g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
- (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:

- (a) A file-endorsed copy of all documents filed with Tennessee Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of

- amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.
- (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
 - (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
 - (d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
 - (e) A financial statement showing the assets, liabilities and net worth of the Corporation at the end of the three most recent fiscal years.
 - (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
 - (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

- 7.01 The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

- 8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.
- (b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent does not necessarily preclude indemnification by the Corporation.
 - (c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.
 - (d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.

- (e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.
- (f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgment, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

- 8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make these determinations and decisions by any one of the following procedures:
- (i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
 - (ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.
 - (iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(i) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.
- (b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws. The written undertaking shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail, Telegram, email

- 9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail, telegram or email. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

- 9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

- 9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10**SPECIAL PROCEDURES CONCERNING MEETINGS****Meeting by Telephone or Internet**

- 10.01. A. Subject to the provisions required or permitted by the Tennessee Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.

B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11**AMENDMENTS TO BYLAWS**

- 11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 12

MISCELLANEOUS PROVISIONS AND CLAUSES

Dissolution Clause

- 12.01. Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal code, or shall be distributed to the federal government, or to a state or local government, for a public purposes.

Legal Authorities Governing Constructions of Bylaws

- 12.02. The bylaws shall be construed in accordance with the laws of the State of Tennessee. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

- 12.03. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

- 12.04. The headings used in the bylaws are used for inconvenience and shall not be considered in contouring the terms of the bylaws.

Gender

- 12.05. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

- 12.06. The Board of Directors may provide for a corporate seal such a seal would consist of two concentric circles containing the words Read Foundation, "Tennessee," in on encircle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

- 12.07. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

- 12.08. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

- 13.01. It is the policy of Read Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational programs and/or activities.

CERTIFICATE OF APPROVAL

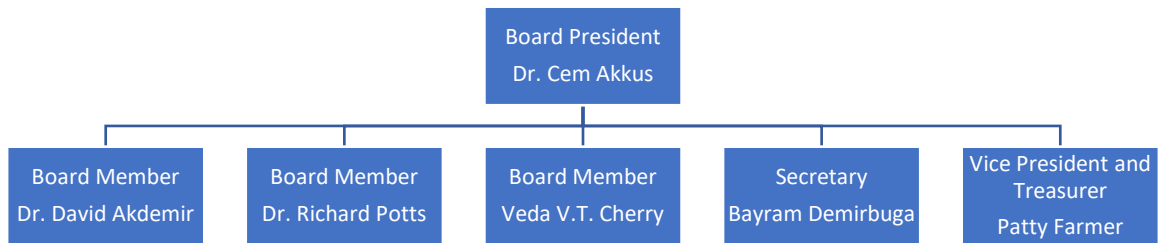
I certify that I am the duly elected and acting president of Read Foundation and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on _____, 20____.

[Signature]

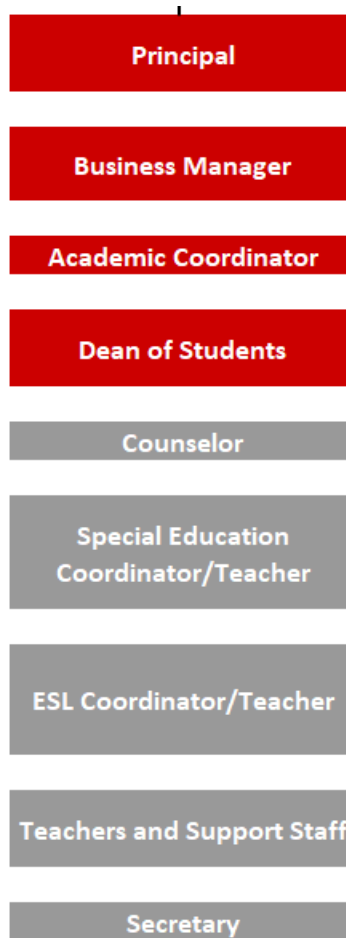
____ / ____ / ____
Date (mm/dd/yyyy)

[Name]

Board of Directors Organizational Chart



Attachment G: School Organizational Chart



**Read Foundation
Financial Statements
June 30, 2018**

ANNUAL FINANCIAL REPORT

**TENNESSEE PUBLIC CHARTER SCHOOLS OPERATED BY
the READ FOUNDATION**

**MEMPHIS SCHOOL OF EXCELLENCE
MEMPHIS SCHOOL OF EXCELLENCE ELEMENTARY SCHOOL**

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BOARD OF DIRECTORS

Dr. Cem Akkus, President

Patty Farmer, Treasurer

Bayram Demirbuga, Secretary

Dr. Richard Potts

ADMINISTRATIVE OFFICIALS

Muhammet Turkey, Executive Director



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Read Foundation
Memphis, Tennessee

Report on the Combined Financial Statements

We have audited the accompanying combined financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2018, and the related notes to the combined financial statements, which collectively comprise the Read Foundation's basic combined financial statements as listed in the table of contents.

Management's Responsibility for the Combined Financial Statements

Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these combined financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the combined financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the combined financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the combined financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Read Foundation as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required supplementary information, as listed in the table of contents, be presented to supplement the basic combined financial statements. Such information, although not a part of the basic combined financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic combined financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the management's discussion and analysis and the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic combined financial statements, and other knowledge we obtained during our audit of the basic combined financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

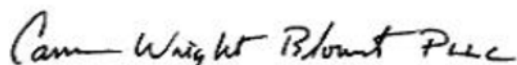
Our audit was conducted for the purpose of forming opinions on the combined financial statements that collectively comprise the Read Foundation's basic combined financial statements. The governance officials schedule, the combining financial statements of the governmental funds, and the schedule of combined expenditures of federal awards and state financial assistance are presented for purposes of additional analysis and are not a required part of the basic combined financial statements.

The combining schedules of the governmental funds and the schedule of combined expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic combined financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic combined financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic combined financial statements or to the basic combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining financial statements of the governmental funds and the schedule of combined expenditures of federal awards and state financial assistance are fairly stated, in all material respects, in relation to the basic combined financial statements as a whole.

The governance officials schedule has not been subjected to the auditing procedures applied in the audit of the basic combined financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report, dated November 16, 2018, on our consideration of the Read Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Read Foundation's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Read Foundation's internal control over financial reporting and compliance.



Memphis, Tennessee
November 16, 2018

The following Management's Discussion and Analysis (MD&A) of the Read Foundation's ("the Foundation") activities and financial performance provides the reader with an introduction and overview to the financial statements of the Foundation for the year ended June 30, 2018. This information should be considered within the context of the accompanying financial statements and note disclosures.

OVERVIEW OF THE FINANCIAL STATEMENTS

Financial Highlights

- The assets of the Read Foundation exceeded its liabilities at the end of the fiscal year by \$3,854,089 (net position).
- The Read Foundation's total net position increased by \$735,376.
- The Read Foundation's total expenses increased by \$1,120,588, primarily due to increase in salaries and for the addition of several new teachers and office expenses.

This financial report consists of a series of financial statements, notes to those statements, and required supplementary information. The statements are organized so that the reader can understand the Read Foundation as a whole and then proceed to a detailed look at specific financial activities of the Read Foundation.

Reporting the Read Foundation as a Whole

The Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the Foundation is better off or worse off as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the Foundation as a whole and about the Foundation's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid.

The Statement of Net Position reports the Foundation's net position (total assets less total liabilities). Private sector entities would report retained earnings. The Foundation's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled the statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the Foundation's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the Foundation.

Reporting the Read Foundation's Funds

Fund Financial Statements:

The Read Foundation's governmental fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances, provide detailed information about the Foundation's most significant funds, not the Foundation as a whole. Funds are established by the Foundation to help manage money for particular purposes and compliance with various grant provisions.

The Read Foundation funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the government – wide financial statements to report on the Foundation as a whole. The modified accrual basis of accounting treats capital assets purchased and debt payments as expenses and new debt as income. There is no depreciation expense since the capital assets are expensed when acquired. Capital assets acquired during the current year were \$524,331. The relationship between governmental activities, as reported in the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances is reconciled following the basic financial statements.

FINANCIAL ANALYSIS

A summary of the Read Foundation's financial position for its governmental activities is as follows:

	2018	2017	Increase (Decrease)
Assets and deferred outflows of resources	\$ 5,941,523	\$ 5,334,692	\$ 606,831
Liabilities and deferred inflows of resources	2,087,434	2,215,579	(128,145)
Net position			
Invested in capital assets	2,394,355	2,491,801	(97,446)
Unrestricted	1,459,734	626,912	832,822
Total net position	<u>\$ 3,854,089</u>	<u>\$ 3,118,713</u>	<u>\$ 735,376</u>

A summary of the Read Foundation's operations from governmental activities is as follows:

	2018	2017	Increase (Decrease)
Revenues	\$ 6,105,225	\$ 4,642,451	\$ 1,462,774
Expenses	5,369,849	4,249,261	1,120,588
Change in net position	<u>\$ 735,376</u>	<u>\$ 393,190</u>	<u>\$ 342,186</u>

Revenues

Funding for the Read Foundation comes primarily through the per-pupil allocation from the Shelby County Schools' Board of Education. An analysis of the changes between the current year and prior year governmental activity revenues are as follows:

	2018	2017	Increase (Decrease)
Shelby County Schools	\$ 5,222,408	\$ 4,076,530	\$ 1,145,878
Operating and capital grants and contributions	813,887	462,780	351,107
Other charges for services	68,930	103,141	(34,211)
Total	<u>\$ 6,105,225</u>	<u>\$ 4,642,451</u>	<u>\$ 1,462,774</u>

The variance for the Foundation's per-pupil allocation is due to the increase in the Foundation's enrollment, from an average of 475 students in the prior year to an average of 600 students in the current year plus an increase in the per-pupil allocation from \$8,506 to \$8,707 per-pupil. Federal awards increased due to the Foundation being awarded a Planning and Implementation grant for Memphis School of Excellence Elementary. The Capital Outlay funds are based on student enrollment. Because of the increase in student enrollment in the current year, the Foundation received more capital outlay funding than in the previous year. The Foundation also received \$185,000 from a new capital outlay grant for the purpose of assisting public charter schools in acquiring and improving property to educate students.

Expenses

An analysis of the changes between the current year and prior year governmental activities funds expenses are as follows:

	2018	2017	Increase (Decrease)
Salaries, wages, and benefits			
Instructional	\$ 2,499,440	2,141,182	\$ 358,258
General and administrative	724,507	301,136	423,371
Other instructional	1,717,394	1,406,913	310,481
General and administrative	346,158	356,515	(10,357)
Debt service	82,350	43,515	38,835
Total	\$ 5,369,849	\$ 4,249,261	\$ 1,120,588

The increase in salaries, wages, and benefits and other instructional expenses is due to more teachers and other instructional staff employed during the current year because of the increase in enrollment.

ECONOMIC FACTORS

Significant economic factors affecting the Read Foundation are as follows:

- The amount of State funding received per student for the year. This amount per student can fluctuate from year to year based on total funds available to the State and the number of students enrolled during the school year.
- The continued funding of other programs and grants.
- Inflationary pressure on utility rates, supplies, insurance, and other costs.
- Local labor supply and demand, which can affect salary and wage rates.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the Foundation's finances for all those with an interest in the Foundation. Questions concerning any of the information provided in this report may be addressed to the office of:

Read Foundation
4450 South Mendenhall Road, Suite 1
Memphis, Tennessee 38141
Telephone (901) 367-7814

Basic Combined Financial Statements

Combined Statement of Net Position

June 30, 2018

	Governmental Activities
Assets	
Cash	\$ 1,108,748
Grants receivable	34,113
Prepaid expenses	105,785
Net pension asset	77,606
Non-depreciable capital assets	779,900
Depreciable capital assets, net of accumulated depreciation	3,401,424
Total assets	5,507,576
Deferred outflows of resources - pensions	433,947
Total assets and deferred outflows of resources	5,941,523
Liabilities	
Accounts payable	17,929
Accrued liabilities	73,344
Notes payable - due in one year	89,754
Notes payable - due in more than one year	1,697,215
Total liabilities	1,878,242
Deferred inflows of resources - pensions	209,192
Total liabilities and deferred inflows of resources	2,087,434
Net position	
Net investment in capital assets	2,394,355
Unrestricted	1,459,734
Total net position	\$ 3,854,089

Combined Statement of Activities

For the Year Ended June 30, 2018

Governmental Activities	Total	Functions		
		Instructional and Student Services	General and Administrative	Debt Service
Program expenses:				
Employee compensation	\$3,223,947	\$ 2,499,440	\$ 724,507	\$ -
Office	258,644	-	258,644	-
Depreciation	326,616	313,551	13,065	-
Occupancy	1,166,830	1,120,157	46,673	-
Supplies	110,940	105,349	5,591	-
Staff development	14,184	6,512	7,672	-
Travel	96,458	96,038	420	-
Advertising	8,411	-	8,411	-
Other	81,205	75,523	5,682	-
Student services	264	264	-	-
Interest	82,350	-	-	82,350
Total expenses	5,369,849	4,216,834	1,070,665	82,350
Program revenues:				
Operating grants and contributions	365,887	365,887	-	-
Capital grants and contributions	448,000	448,000	-	-
Charges for services	68,930	68,930	-	-
Total program revenues	882,817	882,817	-	-
Net program expenses	(4,487,032)	<u>\$(3,334,017)</u>	<u>\$ (1,070,665)</u>	<u>\$ (82,350)</u>
General revenues:				
SCS per pupil allocations	5,222,408			
Change in net position	735,376			
Net position - beginning of year	3,118,713			
Net position - end of year	<u>\$3,854,089</u>			

Combined Balance Sheet – Governmental Funds

June 30, 2018

		General Fund
<hr/>		
ASSETS		
Cash		\$ 1,108,748
Grants receivable		34,113
Prepaid expenses		105,785
<hr/>		
Total assets		\$ 1,248,646
<hr/>		
LIABILITIES AND FUND BALANCE		
Liabilities		
Accounts payable		\$ 17,929
Accrued liabilities		73,344
<hr/>		
Total liabilities		91,273
<hr/>		
Fund balance		
Non-spendable		105,785
Unassigned		1,051,588
<hr/>		
Total fund balance		1,157,373
<hr/>		
Total liabilities and fund balance		\$ 1,248,646
<hr/>		

***Reconciliation of the Combined Balance Sheet to the Combined Statement
of Net Position – Governmental Activities***

June 30, 2018

	General Fund
Total governmental fund balance	\$ 1,157,373
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Net pension asset/liability is not carried on the General Fund Balance Sheet	77,606
Long-term debt is not due and payable in the current period and, therefore, is not reported in the general fund	(1,786,969)
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	4,181,324
Deferred outflows/inflows related to pensions are not reported in the General Fund Balance Sheet	224,755
Net position of governmental activities	\$ 3,854,089

**Combined Statement of Revenues, Expenditures, and
Changes in Fund Balance – Governmental Fund**

For the Year Ended June 30, 2018

	General Fund
Revenues:	
Shelby County Schools	\$ 5,222,408
Operating grants and contributions	365,887
Capital grants and contributions	448,000
Charges for services	68,930
Total revenues	6,105,225
Expenditures:	
Current:	
Salaries, wages and benefits:	
Instructional	2,550,028
General and administration	779,929
Instructional	1,403,843
General and administration	333,093
Capital outlay:	
Current expenditures	524,331
Debt service:	
Principal payments on notes payable	218,258
Interest	82,350
Total expenditures	5,891,832
Revenues over (under) expenditures	213,393
Other financial sources	
Issuance of notes payable	513,419
Change in fund balance	726,812
Fund balance - beginning of year	430,561
Fund balance - end of year	\$ 1,157,373

***Reconciliation of the Combined Statement of Revenues,
Expenditures, and Changes in Fund Balance of Governmental
Funds to the Combined Statement of Activities***

For the Year Ended June 30, 2018

	General Fund
Net change in fund balance - governmental funds	\$ 726,812
Amounts reported for governmental activities in the Statement of Activities are different because:	
GASB 68 negative pension expense is not reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance	106,010
Repayment of the principal of long-term debt consumes the current financial resources of governmental funds. These transactions do not have an effect on net position	218,258
Issuance of long-term debt provides the current financial resources to governmental funds. These transactions do not have an effect on net position	(513,419)
Capital outlays, reported as expenditures in governmental funds, are shown as capital assets on the Statement of Net Position	524,331
Depreciation expense on capital assets is included only in the governmental activities in the Statement of Activities	(326,616)
Change in net position of governmental activities	\$ 735,376

Note 1 - Summary of Significant Accounting Policies**Reporting Entity**

The Read Foundation was formed as a Tennessee non-profit corporation. The Read Foundation (the "Foundation"), is the sponsor of Memphis School of Excellence and Memphis School of Excellence Elementary School. Pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq., Memphis School of Excellence has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. Memphis School of Excellence, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee, for the purpose of operating an alternative school to improve the learning of students with special needs as specified in the Federal Individuals with Disabilities Education Act. The School began classes in September 2010, with grades sixth through ninth. The initial Charter School Agreement expires in October 1, 2020, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Memphis School of Excellence Elementary School was formed pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq. Memphis School of Excellence Elementary School, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee. Memphis School of Excellence Elementary School began classes in August 2017, with kindergarten through second grade. The initial Charter School Agreement expires on June 30, 2026, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Measurement focus, basis of accounting and presentation

The Foundation, in accordance with the applicable Governmental Accounting Standards Board (GASB) statement, are considered a special-purpose governmental entity and is not a component unit of another governmental entity. Therefore, the financial statements have been prepared in the same manner as general-purpose governments.

The Foundation's basic financial statements include both government-wide and fund financial statements.

The combined government-wide financial statements (i.e., the combined statements of net position and the combined statements of activities) report information on all the non-fiduciary activities of the primary government. Governmental activities normally are supported by taxes and inter-governmental revenues and are paid to the Foundation through the Board of Education of the Shelby County Schools. The combined government-wide financial statements of the Foundation have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The combined governmental fund financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available. Revenues are considered available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Foundation considers revenues available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when the related liability is incurred, as under accrual accounting.

Combined Government-wide Financial Statements

In the combined government-wide statement of net position, activities are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The combined statement of net position presents the financial condition of the Foundation at year-end.

GASB regulations require the classification of net position into three components: invested in capital assets, net of related debt; restricted; and unrestricted. These classifications are defined as follows:

Net investment in capital assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances (if any) of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets.

If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Unrestricted – This component of net position consists of net position that do not meet the definition of restricted or invested in capital assets, net of related debt. When both restricted and unrestricted assets are available for use, it is the Foundation's policy to utilize restricted assets first, then unrestricted assets as needed.

The government-wide statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students for lunches, school supplies, after school care, athletic programs, and other services; 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment; and 3) contributions that are generally unrestricted.

The primary sources of the Foundation's revenue is from the following:

Shelby County Schools – the Foundation receives funds from Shelby County Schools (SCS) based on a per-pupil allocation. The Foundation received \$8,707 per-pupil and had an average of 534 students in the High School and 66 students in the Elementary School for the year ended June 30, 2018. The per-pupil allocation received for the year ended June 30, 2018, totaled \$5,222,408 and is included in the Shelby County Schools revenue.

Federal Awards – the Foundation is a recipient of Title I and Planning and Implementation federal grant awards. The Foundation recognizes grant income when it is earned. The Foundation recognized \$365,887 in federal grant revenue for the year ended June 30, 2018. The Foundation also received \$448,000 from the State of Tennessee Capital Outlay Grant, which was disbursed through the Board of Education of the Shelby County Schools.

Contributions – Contributions are recognized as support when they are pledged or received. The Foundation report gifts of cash and other assets as unrestricted support unless they are received with donor stipulations that limit the use of the donated assets.

Governmental Combined Fund Financial Statements

The financial transactions of the Foundation are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenditures. The Foundation reports the following major governmental fund:

The General Fund is the primary operating fund of the Foundation and accounts for all financial resources of the general government, except those required to be accounted for in another fund, if any.

The governmental funds' focus is upon the determination of financial resources, their balance, sources and use, rather than upon net income. In accordance with the applicable GASB statement, the Foundation classifies governmental fund balances as: non-spendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the Foundation's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the Foundation's policy to spend funds in the following order, committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Non-spendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the Foundation's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as non-spendable, restricted, or committed. In addition, general fund balances that the Foundation intends to use for specific purposes are classified as assigned. The Foundation gives the authority to assign amounts for specific purposes to the Schools' office manager and personnel under the supervision of the schools' office manager tasked with financial recording responsibilities.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as non-spendable, restricted, committed or assigned.

Other Accounting Policies

Cash and Cash Equivalents

The Foundation consider deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents.

Grants Receivable

Grants Receivable represents amounts due from the State of Tennessee for reimbursement of expenses allocated to the Title I and Capital Outlay grants. An allowance for doubtful accounts is maintained based upon collection experience and a review of the collectability of specific outstanding receivables. Receivables are charged against the allowance when they are determined to be uncollectible by management. There is no allowance for doubtful accounts as of June 30, 2018, as management believes all amounts are collectible.

Capital Assets

Capital assets acquired by the Foundation are considered to be owned by the Foundation. However, State funding sources may maintain equitable interest in the capital assets purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The State's equitable interest is in capital assets with an acquisition cost which equals or exceeds \$5,000 and an estimated useful life of more than one year. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets purchased are stated at cost, if purchased, or the estimated value on the date received, if donated. Depreciation is computed using the straight-line method over the estimated useful lives of the assets and over the term of the lease for leasehold improvements, ranging from 3 to 39 years. The Foundation follows the practice of capitalizing all expenditures for property and equipment items over \$1,500.

Accrued Compensated Absences

No accrual of compensated absences is necessary for the Foundation's faculty/staff because the summer months, during which classes are not in session, are considered employees' vacation. The administrative employees of the Foundation follow the same schedule as the instructors of the charter schools; therefore, no compensated absences accrual for any of the employees of the Foundation is appropriate.

Income Taxes

The Foundation has been determined to be exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (IRC) as evidenced by a letter of determination dated September 17, 2009. As an exempt corporation, the Foundation must operate in conformity with the IRC in order to maintain its tax-exempt status. The Foundation is also exempt from state income tax. As of June 30, 2018, the following tax years remain open due to the applicable tax authority's ability to review and assess previously issued returns: federal – June 30, 2015, 2016, and 2017.

Pensions (Teacher Legacy Pension Plan; Teacher Retirement Plan; Public Employee Retirement Plan)

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the above named plans in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported to the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefits terms of the pension plans named above. Investments are reported at fair value.

Deferred Outflows / Inflows of Resources

As defined in GASB statement 63, in addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *Deferred Outflows of Resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then.

As defined in GASB statement 63, in addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *Deferred Inflows of Resources*, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then.

Obligations

In the government-wide financial statements, debt and other obligations are reported as liabilities in the applicable governmental activities and statement of net position.

In the fund financial statements, any obligations secured by capital assets would not be reflected as a liability.

Estimates and Uncertainties

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentrations

Approximately 86% of the Foundation's funding during the year ended June 30, 2018, was from the Board of Education of Shelby County Schools for their per-pupil allocation.

Events occurring after reporting date

The Foundation has evaluated subsequent events for potential recognition and disclosure through November 16, 2018, the date that the combined financial statements were approved for issuance.

Note 2 – Deposits with Financial Institutions

At June 30, 2018, the Foundation's carrying amount of deposits was \$1,108,748 and the bank balances totaled \$1,165,341. Accounts at the institution are insured by the Federal Deposit Insurance Company up to an aggregate of \$250,000, therefore, the Foundation maintains its bank accounts at a banking institution that is included as a Collateral Pool Participant, which provides collateral coverage for public funds deposits in excess of \$250,000.

Note 3 – Capital Assets

Capital asset activity for the year ended June 30, 2018, was as follows:

	Balance June 30, 2017	Additions	Transfers/ Disposals	Balance June 30, 2018
Non-depreciable capital assets:				
Land	\$ -	\$ -	\$ 779,900	\$ 779,900
Construction in progress	2,564,714	355,116	(2,919,830)	-
Total non-depreciable capital assets	2,564,714	355,116	(2,139,930)	779,900
Depreciable capital assets:				
Leasehold improvements	2,567,332	-	-	2,567,332
Building	-	-	2,139,930	2,139,930
Furniture and equipment	335,278	169,215	-	504,493
Total depreciable capital assets	2,902,610	169,215	2,139,930	5,211,755
Less accumulated depreciation:				
Leasehold improvements	(1,244,079)	(220,266)	-	(1,464,345)
Building	-	(50,297)	-	(50,297)
Furniture and equipment	(239,636)	(56,053)	-	(295,689)
Total accumulated depreciation	(1,483,715)	(326,616)	-	(1,810,331)
Total depreciable capital assets, net	1,418,895	(157,401)	2,139,930	3,401,424
Total capital assets, net	\$ 3,983,609	\$ 197,715	\$ -	\$ 4,181,324

Depreciation expense was \$326,616 for the year ended June 30, 2018. The allocation of this expense is as follows:

Governmental Activities:	
Instructional	\$ 313,551
General and Administrative	13,065
Total depreciation expense - governmental activities	\$ 326,616

Note 4 – Operating Leases

The Foundation leases office and instructional facilities under a lease agreement which will expire July 2020. Rent expenses under this lease totaled \$537,592 for the year ended June 30, 2018. The Foundation also leases certain equipment which will expire between August 2019 and June 2021. Rent expense under these leases totaled \$20,399 for the year ended June 30, 2018.

Future minimum lease payments required under these leases for the years ending June 30 are as follows:

Year Ending June 30:	
2019	\$ 581,713
2020	592,475
2021	56,650
	\$ 1,230,838

Note 5 – Notes payable

The Foundation has a \$1,680,000 non-revolving line of credit with a financial institution for construction. The line has been fully drawn, bears interest at 4.66%, is secured by real estate, and matures on June 21, 2020. At June 30, 2018, the amount outstanding under this non-revolving line of credit was \$1,641,515. The line of credit is payable in monthly principal and interest installments of \$10,774. The Foundation also has a \$61,567 note payable to a financial institution. The note bears interest at 4.55%, is secured by certain equipment, is payable in monthly principal and interest installments of \$1,493, and matures on March 8, 2022. The Foundation also has an \$83,887 promissory note with a financial institution for construction. The note bears interest at 5.10%, is secured by certain equipment, is payable in monthly principal and interest installments of \$1,804, and matures on October 1, 2022.

	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
Notes payable transactions for the year	\$ 1,491,808	\$ 513,419	\$ (218,258)	\$ 1,786,969	\$ 89,754

Principal and interest payments required to maturity for the long-term debt agreements mentioned above for the years ending June 30 are as follows:

	Principal	Interest	Total
2019	\$ 89,754	\$ 79,101	\$ 168,855
2020	1,620,407	77,362	1,697,769
2021	36,618	2,947	39,565
2022	33,638	1,153	34,791
2023	6,552	66	6,618
	<u>\$ 1,786,969</u>	<u>\$ 160,629</u>	<u>\$ 1,947,598</u>

Note 6 – Commitments

On July 1, 2013, the Foundation entered into an educational professional services agreement with Harmony Public School, a Texas-based non-profit organization, to provide management and consulting services, training and providing ongoing professional development to the schools in all areas within the charter school system. The contract is a three year agreement which expired June 30, 2016. The Foundation agreed to pay Harmony Public School an annual fee of \$15,000 per year. As of June 30, 2016, the contract has been extended an additional three years which will expire on June 30, 2019, with all of the above terms and annual fee remaining the same.

On December 31, 2014, the Foundation entered into an educational professional services agreement with Teach for America, a Connecticut-based non-profit organization for recruiting, selecting, training and providing ongoing professional development to teachers within the charter school system. As of June 30, 2018, the contract has been extended an additional two years and will expire on May 31, 2020. The revised terms to the extended agreement are the Foundation agrees to hire a minimum of six (6) teachers from the Teach for America program for the academic years ending 2018, 2019, and 2020 and pay Teach for America an annual fee of \$5,000 per teacher for each year the teachers are employed. The Foundation paid \$65,000 under this agreement for the year ended June 30, 2018.

Note 7 - Teacher Legacy Pension Plan

General Information about the Pension Plan

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014 of the Foundation are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed

to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by the Foundation after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 and vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Legacy Pension Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2018, to the Teacher Legacy Pension Plan were \$91,330 which is 9.08 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2018, the Foundation reported a liability (asset) of (\$7,511) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability was based on the Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2017, the Foundation's proportion was 0.022962 percent. The proportion measured as of June 30, 2016, was 0.021745 percent.

Pension expense (negative pension expense). For the year ended June 30, 2018, the Foundation recognized pension expense (negative pension expense) of \$52,169.

Notes to the Financial Statements

June 30, 2018

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2018, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 4,529	\$ 155,105
Changes in assumptions	63,629	-
Net difference between projected and actual earnings on pension plan investments	1,140	-
Changes in proportion of Net Pension Liability (Asset)	180,664	32,866
Read Foundation's contributions subsequent to the measurement date of June 30, 2017	91,330	(not applicable)
Total	\$ 341,292	\$ 187,971

The Foundation's employer contributions of \$91,330, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2019	\$ (1,677)
2020	75,181
2021	32,720
2022	(44,233)
2023	-
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2017, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2017, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		<hr/> 100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 674,115	\$ (7,511)	\$ (570,923)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2018, the Foundation reported a payable of \$41,850 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2018.

Note 8 – Non-Teacher Retirement Plan

General Information about the Pension Plan

Plan description. Employees of the Foundation are provided a defined benefit pension plan through the Public Employee Retirement Plan, an agent multiple-employer pension plan administered by the TCRS. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. The chief legislative body may adopt the benefit terms permitted by statute. Members are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. Reduced benefits for early retirement are available at age 55 and vested. Members vest with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria.

Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Employees covered by benefit terms. At the measurement date of June 30, 2017, the following employees were covered by benefit terms:

Inactive employees or beneficiaries currently receiving benefits	4,452
Inactive employees entitled to but not yet receiving benefits	7,154
Active employees	<u>3,921</u>
Total Employees	<u>15,527</u>

Contributions. Contributions for employees are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Employees contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. For the year ended June 30, 2018, the employer contributions for the Foundation were \$16,182 based on a rate of 7.00 percent of covered payroll. By law, employer contributions are required to be paid. The TCRS may intercept the Foundation's state shared taxes if required employer contributions are not remitted. The employer's ADC and member contributions are expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Net Pension Liability (Asset)

The Foundation's net pension liability (asset) was measured as of June 30, 2017, and the total pension liability used to calculate net pension liability (asset) was determined by an actuarial valuation as of that date.

Actuarial assumptions. The total pension liability in the June 30, 2017, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2017, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes in assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected	
	Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		<hr/> 100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Changes in the Net Pension Liability (Asset)

	Increase (Decrease)		
	Total Pension Liability	Plan Fiduciary Net Position	Net Pension Liability (Asset)
	(a)	(b)	(a) - (b)
Balance at 6/30/16	\$ 406,732	\$ 426,624	\$ (19,892)
Changes for the year:			
Service cost	8,265	-	8,265
Interest	30,174	-	30,174
Differences between expected and actual experience	2,182	-	2,182
Changes in assumptions	9,001	-	9,001
Contributions - employer	-	8,583	(8,583)
Contributions - employees	-	4,635	(4,635)
Net investment income	-	47,649	(47,649)
Benefit payments, including refunds of employee contributions	(25,347)	(25,347)	-
Administrative expense	-	(197)	197
Other changes	-	62	(62)
Net changes	24,275	35,385	(11,110)
Balance at 6/30/17	\$ 431,007	\$ 462,009	\$ (31,002)

Sensitivity of the net pension liability (asset) to changes in the discount rate. The following presents the net pension liability (asset) of the Foundation calculated using the discount rate of 7.25 percent, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 20,379	\$ (31,002)	\$ (73,914)

Pension Expense (Negative Pension Expense) and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension expense (negative pension expense). For the year ended June 30, 2018, the Foundation recognized pension expense (negative pension expense) of (\$3,867).

Notes to the Financial Statements

June 30, 2018

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2018, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 1,746	\$ 14,783
Net difference between projected and actual earnings on pension plan investments	18	-
Changes in assumptions	7,201	-
Contributions subsequent to the measurement date of June 30, 2017	16,182	(not applicable)
Total	\$ 25,147	\$ 14,783

The amount shown above for "Contributions subsequent to the measurement date of June 30, 2017," will be recognized as a reduction (increase) to net pension liability (asset) in the following measurement period.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2019	\$ (6,270)
2020	505
2021	932
2022	(986)
2023	-
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Payable to the Pension Plan

At June 30, 2018, the Foundation reported a payable of \$3,053 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2018.

Note 9 – Teacher Retirement Plan (After June 30, 2014)**General Information about the Pension Plan**

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014, of the Foundation are provided with pensions through the Teacher Retirement Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by the Foundation after June 30, 2014. The Teacher Retirement Plan is a separate cost sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except for in years when the maximum funded level, approved by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2018, to the Teacher Retirement Plan were \$58,120 which is 4.00 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2018, the Foundation reported a liability (asset) of (\$39,093) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2017, and the total pension asset used to calculate the net pension liability (asset) was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability (asset) was based on The

Notes to the Financial Statements

June 30, 2018

Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2017, the Foundation's proportion was 0.148179 percent. The proportion measured as of June 30, 2016, was 0.189570 percent.

Pension expense (negative pension expense). For the year ended June 30, 2018, the Foundation recognized pension expense (negative pension expense) of \$17,940.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2018, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 1,370	\$ 2,940
Net difference between projected and actual earnings on pension plan investments	-	2,104
Changes in assumptions	3,435	-
Changes in proportion of Net Pension Liability (Asset)	4,583	1,394
Read Foundation's contributions subsequent to the measurement date of June 30, 2017	58,120	(not applicable)
Total	\$ 67,508	\$ 6,438

The Foundation's employer contributions of \$58,120, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase of net pension liability (assets) in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2019	\$ 21
2020	21
2021	(100)
2022	(641)
2023	351
Thereafter	3,298

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2017, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates are customized based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2016, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; and decreased salary growth graded ranges from an average 4.25 percent to an average of 4.00 percent.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		<hr/> 100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 7,800	\$ (39,093)	\$ (73,493)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2018, the Foundation reported a payable of \$6,691 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2018.

401(k) Plan

The Teacher Retirement Plan provides a combination of a defined benefit plan and a defined contribution plan. The defined benefit portion of the Teacher Retirement Plan is managed by TCRS. The defined contribution assets are deposited into the State's 401(k) plan where the employees manage the investments within the 401(k) plan. Contributions are made on a tax-deferred basis. Employer contributions by the Foundation for the year ended June 30, 2018, to the 401(k) plan were \$72,650 which is 5 percent of covered payroll.

Note 10 – Reconciliation of Net Pension Assets and Liabilities at June 30, 2018

	Net Pension Asset	Deferred Outflows of Resources	Net Pension Liability	Deferred Inflows of Resources
Teacher Legacy Pension Plan	\$ 7,511	\$ 341,292	\$ -	\$ 187,971
Non-Teacher Retirement Plan	31,002	25,147	-	14,783
Teacher Retirement Plan (After June 30, 2014)	39,093	67,508	-	6,438
Total assets and liabilities	<u>\$ 77,606</u>	<u>\$ 433,947</u>	<u>\$ -</u>	<u>\$ 209,192</u>

Note 11 – Risk Management

The Foundation is exposed to the normal risks of loss related to torts; theft or damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Foundation's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage in the past three years.

Required Supplementary Information

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Legacy Pension Plan of the TCRS
 Last Fiscal Year Ended June 30

	2017	2016	2015	2014
Memphis School of Excellence's proportion of the net pension liability (asset)	\$ (7,511)	\$ 135,893	\$ -	\$ 5,648
Memphis School of Excellence's proportionate share of the net pension liability (asset)	0.022962%	0.021745%	0.000000%	0.034755%
Memphis School of Excellence's covered payroll	\$ 811,701	\$ 784,941	\$ -	\$ 1,364,143
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-0.93%	17.31%	0.00%	0.41%
Plan fiduciary net position as a percentage of the total pension liability	100.14%	97.14%	0.00%	100.08%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions
Teacher Legacy Pension Plan of the TCRS
 Last Fiscal Year Ended June 30

	2018	2017	2016	2015	2014
Contractually required	\$ 91,330	\$ 73,378	\$ 70,959	\$ 91,917	\$ 121,136
Contribution in relation to the contractually required contribution	91,330	73,378	70,959	91,917	121,136
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$ 1,005,837	\$ 811,704	\$ 784,941	\$ 1,016,779	\$ 1,364,144
Contributions as a percentage of Memphis School of Excellence's covered payroll	9.08%	9.04%	9.04%	9.04%	8.88%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Required Supplementary Information

June 30, 2018

Schedule of Changes in Net Pension Liability (Asset) and Related Ratios*
Based on Participation in the Public Employee Pension Plan of the TCRS – Non Teacher
 Last Fiscal Year Ending June 30

	2017	2016	2015	2014
Total pension liability				
Service cost	\$ 8,265	\$ 5,620	\$ 5,728	\$ 8,757
Interest	30,174	19,995	19,398	24,997
Changes in benefit terms	-	-	-	-
Differences between actual & expected experience	2,182	(7,217)	(412)	(20,101)
Change of assumptions	9,001	-	-	-
Benefit payments, including refunds of employee contributions	(25,347)	(16,445)	(16,860)	(22,997)
Net change in total pension liability	24,275	1,953	7,854	(9,344)
Total pension liability - beginning	406,732	269,202	261,347	336,028
Total pension liability - ending (a)	<u>\$ 431,007</u>	<u>\$ 271,155</u>	<u>\$ 269,201</u>	<u>\$ 326,684</u>
Plan fiduciary net position				
Contributions - employer	\$ 8,583	\$ 5,405	\$ 5,289	\$ 7,579
Contributions - employee	4,635	2,917	2,853	4,241
Net investment income	47,649	7,455	8,653	51,507
Benefit payments, including refunds of employee contributions	(25,347)	(16,445)	(16,860)	(22,997)
Administrative expense	(197)	(115)	(77)	(106)
Other	61	386	-	-
Net change in plan fiduciary net position	35,384	(397)	(142)	40,224
Plan fiduciary net position - beginning	426,624	284,814	284,956	315,972
Plan fiduciary net position - ending (b)	<u>\$ 462,008</u>	<u>\$ 284,417</u>	<u>\$ 284,814</u>	<u>\$ 356,196</u>
Net Pension Liability (Asset) - ending (a) - (b)	<u>\$ (31,001)</u>	<u>\$ (13,262)</u>	<u>\$ (15,613)</u>	<u>\$ (29,512)</u>
Plan fiduciary net position as a percentage of total pension liability	107.19%	104.89%	105.80%	109.03%
Covered payroll	\$ 92,489	\$ 58,527	\$ 53,898	\$ 84,344
Net pension liability (asset) as a percentage of covered payroll	-33.52%	-22.66%	28.97%	34.99%

Required Supplementary Information**June 30, 2018**Notes to Schedule:

Changes of assumptions. In 2017, amounts reported as changes of assumptions resulted from changes to the inflation rate, investment rate of return, cost-of-living adjustment, salary growth and mortality improvements.

** GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from TCRS GASB website for prior years' data, if needed.

Schedule of Contributions*
Based Upon Participation in the Public Employee Pension Plan of the TCRS – Non Teacher
 Last Fiscal Year Ending June 30

	2018	2017	2016	2015	2014
Actuarially determined contribution	\$ 16,182	\$ 8,583	\$ 5,405	\$ 4,038	\$ 7,579
Contributions in relation to the actuarially determined contribution	16,182	8,583	5,405	4,038	7,579
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -
Covered payroll	\$ 231,171	\$ 92,489	\$ 58,527	\$ 43,560	\$ 84,344
Contributions as a percentage of covered payroll	7.00%	9.28%	9.24%	9.27%	8.99%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Notes to Schedule

Valuation date: Actuarially determined contribution rates for fiscal year 2018 were calculated based on June 30, 2017, actuarial valuation.

Methods and assumptions used to determine contribution rates:

Actuarial cost method	Entry age normal
Amortization method	Level dollar, closed (not to exceed 20 years)
Remaining amortization period	Varies by Year
Asset valuation	10-year smoothed within a 20 percent corridor to market value
Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation
Investment Rate of Return	7.50 percent, net of investment expense, including inflation
Retirement age	Pattern of retirement determined by experience study
Mortality	Customized table based on actual experience including an adjustment for some anticipated improvement
Cost of Living Adjustments	2.50 percent

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Retirement Plan of the TCRS
 Last Fiscal Year Ended June 30

	2017	2016	2015	2014
Memphis School of Excellence's proportion of the net pension liability (asset)	0.148179%	0.189570%	0.000000%	0.000000%
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ (39,093)	\$ (19,735)	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$1,001,284	\$ 834,118	\$ -	\$ -
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-3.90%	-2.37%	0.00%	0.00%
Plan fiduciary net position as a percentage of the total pension liability	126.81%	121.88%	0.00%	0.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions
Teacher Retirement Plan of the TCRS
 Last Fiscal Year Ended June 30

	2018	2017	2016	2015	2014
Contractually required contribution	\$ 58,120	\$ 38,902	\$ 20,880	\$ 287	\$ -
Contribution in relation to the contractually required contribution	58,120	38,902	33,365	11,486	-
Contribution deficiency (excess)	\$ -	\$ -	\$ (12,485)	\$ (11,199)	\$ -
Memphis School of Excellence's covered payroll	\$ 1,453,000	\$ 1,001,284	\$ 834,118	\$ 287,166	\$ -
Contributions as a percentage of Memphis School of Excellence's covered payroll	4.00%	3.89%	4.00%	4.00%	0.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Other Supplementary Information

Combining Schedule of Assets, Liabilities, and Fund Balances – Governmental Funds

June 30, 2018

	Governmental Activities			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Elimination	TOTAL
ASSETS				
Cash	\$ 837,865	\$ 270,883	\$ -	\$ 1,108,748
Grants receivable	34,113	-	-	34,113
Prepaid expenses	105,785	-	-	105,785
TOTAL ASSETS	\$ 977,763	\$ 270,883	\$ -	\$ 1,248,646
LIABILITIES				
Accounts payable	\$ 17,929	\$ -	\$ -	\$ 17,929
Accrued liabilities	73,344	-	-	73,344
TOTAL LIABILITIES	91,273	-	-	91,273
FUND BALANCE				
Non-spendable	105,785	-	-	105,785
Unassigned	780,705	270,883	-	1,051,588
TOTAL FUND BALANCE	886,490	270,883	-	1,157,373
TOTAL LIABILITIES AND FUND BALANCE	\$ 977,763	\$ 270,883	\$ -	\$ 1,248,646

**Combining Schedule of Revenues, Expenditures, and
Changes in Fund Balances – Governmental Funds**

For the Year Ended June 30, 2018

	General Funds			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Elimination	TOTAL
Revenues:				
Shelby County Schools	\$ 4,647,771	574,637	\$ -	\$ 5,222,408
Operating grants and contributions	365,887	-	-	365,887
Capital grants and contributions	424,000	24,000	-	448,000
Charges for services	76,059	6,121	(13,250)	68,930
TOTAL REVENUES	5,513,717	604,758	(13,250)	6,105,225
Expenditures:				
Current:				
Salaries, wages, and benefits:				
Instructional	2,208,904	341,124	-	2,550,028
General and administrative	740,501	39,428	-	779,929
Instructional	1,317,173	86,670	-	1,403,843
General and administrative	269,198	77,145	(13,250)	333,093
Capital Outlay:				
Current expenditures	524,331	-	-	524,331
Debt Service:				
Principal payments on long-term debt	218,258	-	-	218,258
Interest	82,350	-	-	82,350
Total expenditures	5,360,715	544,367	(13,250)	5,891,832
Revenue over (under) expenditures	153,002	60,391	-	213,393
Other financial sources				
Issuance of notes payable	513,419	-	-	513,419
Transfers	(70,336)	70,336	-	-
Change in fund balance	596,085	130,727	-	726,812
Fund balance - beginning of year	290,405	140,156	-	430,561
Fund balance - end of year	\$ 886,490	\$ 270,883	\$ -	\$ 1,157,373

***Schedule of Combined Expenditures of Federal Awards
and State Financial Assistance***

For the Year Ended June 30, 2018

Federal Grantor / Pass-through Grantor / Program Title	CFDA Number	Contract Number	Expenditures
<u>Federal Awards</u>			
U.S. Department of Education / Board of Education of Shelby County Schools / Title I Grants to Local Educational Agencies	84.010	N/A	\$ 222,251
U.S. Department of Education / Office of Innovation and Improvement / Charter Schools Program	84.282	N/A	143,636
Total Federal Awards			365,887
<u>State Financial Assistance</u>			
Tennessee Department of Education / Board of Education of Shelby County Schools / ADA Per-Pupil Funding Allocation	N/A	N/A	5,222,408
Tennessee Department of Education / Board of Education of Shelby County Schools / Capital Outlay Funding	N/A	N/A	263,000
Tennessee Department of Education / Board of Education of Shelby County Schools / High-Quality Charter School Facilities Program	N/A	N/A	185,000
Total State Financial Assistance			5,670,408
Total Federal Awards and State Financial Assistance		\$	6,036,295

Note 1 - Basis of Presentation

The Schedule of Combined Expenditures of Federal Awards and State Financial Assistance includes the federal and state grant activity of the Read Foundation for the year then ended June 30, 2018, and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the State of Tennessee Department of Audit, Audit Manual. Therefore, some amounts presented in the schedule may differ from amounts presented in, or used in the preparation of, the basic combined financial statements.

Non-Financial Information

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Directors
Read Foundation
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the combined financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2018, and the related notes to the combined financial statements, which collectively comprise the Read Foundation's basic combined financial statements, and have issued our report thereon dated November 16, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the combined financial statements, we considered the Read Foundation's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the combined financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Read Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Read Foundation's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's combined financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

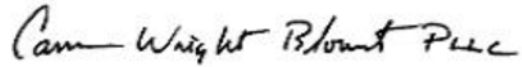
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Read Foundation's combined financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of combined financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Cam Wright Blount PLLC". The signature is written in a cursive, flowing style.

Memphis, Tennessee
November 16, 2018

Schedule of Findings and Responses***For the Year Ended June 30, 2018***

There were no findings and/or responses for the fiscal year ended June 30, 2018.

Schedule of Prior Year Findings and Responses

June 30, 2018

There were no findings and/or responses for the fiscal year ended June 30, 2017.

**Read Foundation
Financial Statements
June 30, 2017**

ANNUAL FINANCIAL REPORT

**TENNESSEE PUBLIC CHARTER SCHOOLS OPERATED BY
the READ FOUNDATION**

**MEMPHIS SCHOOL OF EXCELLENCE
MEMPHIS SCHOOL OF EXCELLENCE ELEMENTARY SCHOOL**

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June 30, 2017

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BOARD OF DIRECTORS

Dr. Cem Akkus, President

Patty Farmer, Treasurer

Dr. Fatih Sen, Secretary

Dr. Richard Potts

Bayram Demirbuga

ADMINISTRATIVE OFFICIALS

Muhammet Turkey, Executive Director



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Read Foundation
Memphis, Tennessee

Report on the Combined Financial Statements

We have audited the accompanying combined financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2017, and the related notes to the combined financial statements, which collectively comprise the Read Foundation's basic combined financial statements as listed in the table of contents.

Management's Responsibility for the Combined Financial Statements

Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these combined financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the combined financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the combined financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the combined financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Read Foundation as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1 of the combined financial statements, the Read Foundation follows *GASB Statement No. 68, Accounting and Financial Reporting for Pensions*. As a result of the continuing implementation, the Read Foundation increased their governmental activities net position by \$299,534 as of June 30, 2016. This restatement was necessary to continue the transition of this accounting guidance. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required supplementary information as listed in the table of contents be presented to supplement the basic combined financial statements. Such information, although not a part of the basic combined financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic combined financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the management's discussion and analysis and the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic combined financial statements, and other knowledge we obtained during our audit of the basic combined financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the combined financial statements that collectively comprise the Read Foundation's basic combined financial statements. The governance officials schedule, the combining financial statements of the governmental funds, and the schedule of combined expenditures of federal awards and state financial assistance are presented for purposes of additional analysis and are not a required part of the basic combined financial statements.

The combining financial statements of the governmental funds and the schedule of combined expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic combined financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic combined financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic combined financial statements or to the basic combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining financial statements of the governmental funds and the schedule of combined expenditures of federal awards and state financial assistance are fairly stated, in all material respects, in relation to the basic combined financial statements as a whole.

The governance officials schedule has not been subjected to the auditing procedures applied in the audit of the basic combined financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report, dated November 13, 2017, on our consideration of the Read Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Read Foundation's internal control over financial reporting and compliance.

Carm Wright Blount PLLC

Memphis, Tennessee
November 13, 2017

The following Management's Discussion and Analysis (MD&A) of the Read Foundation's ("the Foundation") activities and financial performance provides the reader with an introduction and overview to the financial statements of the Foundation for the year ended June 30, 2017. This information should be considered within the context of the accompanying financial statements and note disclosures.

OVERVIEW OF THE FINANCIAL STATEMENTS

Financial Highlights

- The assets of the Read Foundation exceeded its liabilities at the end of the fiscal year by \$3,118,713 (net position).
- The Read Foundation's total net position increased by \$692,724, due to an operating profit of \$393,190 plus a pension related adjustment of \$299,534 to beginning net position.
- The Read Foundation's total expenses increased by \$741,930, primarily due to increase in salaries and for the addition of several new teachers and office expenses.

This financial report consists of a series of financial statements, notes to those statements, and required supplementary information. The statements are organized so that the reader can understand the Read Foundation as a whole and then proceed to a detailed look at specific financial activities of the Read Foundation.

Reporting the Read Foundation as a Whole

The Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the Foundation is better off or worse off as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the Foundation as a whole and about the Foundation's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid.

The Statement of Net Position reports the Foundation's net position (total assets less total liabilities). Private sector entities would report retained earnings. The Foundation's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled the statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the Foundation's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the Foundation.

Reporting the Read Foundation's Funds

Fund Financial Statements:

The Read Foundation's governmental fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances, provide detailed information about the Foundation's most significant funds, not the Foundation as a whole. Funds are established by the Foundation to help manage money for particular purposes and compliance with various grant provisions.

The Read Foundation funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the government – wide financial statements to report on the Foundation as a whole. The modified accrual basis of accounting treats capital assets purchased and debt payments as expenses and new debt as income. There is no depreciation expense since the capital assets are expensed when acquired. Capital assets acquired during the current year were \$1,734,885. The relationship between governmental activities, as reported in the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances is reconciled following the basic financial statements.

FINANCIAL ANALYSIS

A summary of the Read Foundation's financial position for its governmental activities is as follows:

	2017	2016	Increase (Decrease)
Assets	\$ 5,334,692	\$ 4,477,959	\$ 856,733
Liabilities	2,215,979	2,051,970	164,009
Net position			
Invested in capital assets	2,491,801	1,484,255	1,007,546
Unrestricted	626,912	941,734	(314,822)
Total net position	\$ 3,118,713	\$ 2,425,989	\$ 692,724

A summary of the Read Foundation's operations from governmental activities is as follows:

	2017	2016	Increase (Decrease)
Revenues	\$ 4,642,451	\$ 4,159,192	\$ 483,259
Expenses	4,249,261	3,507,331	741,930
Change in net position	\$ 393,190	\$ 651,861	\$ (258,671)

Revenues

Funding for the Read Foundation comes primarily through the per-pupil allocation from the Shelby County Schools' Board of Education. An analysis of the changes between the current year and prior year governmental activity revenues are as follows:

	2017	2016	Increase (Decrease)
Shelby County Schools	\$ 4,076,530	\$ 3,480,342	\$ 596,188
Federal and state awards and contributions	462,780	377,428	85,352
Other charges for services	103,141	301,422	(198,281)
Total	\$ 4,642,451	\$ 4,159,192	\$ 483,259

The variance for the Foundation's per-pupil allocation is due to the increase in the Foundation's enrollment, from an average of 446 students in the prior year to an average of 475 students in the current year plus an increase in the per-pupil allocation from \$7,735 to \$8,506 per-pupil. The Capital Outlay funds are based on student enrollment. Because of the increase in student enrollment in the current year, the Foundation received more capital outlay funding than in the previous year.

The above revenue increases were offset by a drop in contributions due to a \$250,000 contribution that was received in the prior year.

Expenses

An analysis of the changes between the current year and prior year governmental activities funds expenses are as follows:

	2017	2016	Increase (Decrease)
Salaries, wages, and benefits			
Instructional	\$ 2,141,182	1,855,937	\$ 285,245
General and administrative	301,136	199,258	101,878
Other instructional	221,323	91,121	130,202
Food services	939	1,345	(406)
General and administrative	1,541,166	1,340,005	201,161
Debt service	43,515	19,665	23,850
Total	\$ 4,249,261	\$ 3,507,331	\$ 741,930

The increase in salaries, wages, and benefits and instructional expenses is due to more teachers and other instructional staff employed during the current year because of the increase in enrollment.

The current year increase in general and administration expense is due primarily to the increase in occupancy, office expenses, and travel expenses.

ECONOMIC FACTORS

Significant economic factors affecting the Read Foundation are as follows:

- The amount of State funding received per student for the year. This amount per student can fluctuate from year to year based on total funds available to the State and the number of students enrolled during the school year.
- The continued funding of other programs and grants.
- Inflationary pressure on utility rates, supplies, insurance, and other costs.
- Local labor supply and demand, which can affect salary and wage rates.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the Foundation's finances for all those with an interest in the Foundation. Questions concerning any of the information provided in this report may be addressed to the office of:

Read Foundation
4450 South Mendenhall Road, Suite 1
Memphis, Tennessee 38141
Telephone (901) 367-7814

Basic Combined Financial Statements

Combined Statement of Net Position

June 30, 2017

	Governmental Activities
Assets	
Cash	\$ 722,238
Grants receivable	14,504
Prepaid expenses	58,637
Net pension asset	32,997
Non-depreciable capital assets	2,564,714
Depreciable capital assets, net of accumulated depreciation	1,418,895
Total assets	4,811,985
Deferred outflows of resources	522,707
Liabilities	
Accounts payable	334,588
Accrued liabilities	30,230
Net pension liability	135,893
Notes payable - due in one year	241,854
Notes payable - due in more than one year	1,249,954
Total liabilities	1,992,519
Deferred inflows of resources	223,460
Net position	
Net investment in capital assets	2,491,801
Unrestricted	626,912
Total net position	\$ 3,118,713

Combined Statement of Activities

For the Year Ended June 30, 2017

Governmental Activities	Total	Instructional and Student Services	General and Administrative	Debt Service
Program expenses :				
Employee compensation	\$2,442,318	\$ 2,141,182	\$ 301,136	\$ -
Office	260,180	-	260,180	-
Depreciation	260,818	250,385	10,433	-
Occupancy	1,008,618	968,273	40,345	-
Supplies	75,194	67,013	8,181	-
Staff development	19,311	2,896	16,415	-
Travel	94,568	94,568	-	-
Advertising	19,151	-	19,151	-
Other	25,429	23,619	1,810	-
Student services	159	159	-	-
Interest	43,515	-	-	43,515
Total expenses	4,249,261	3,548,095	657,651	43,515
Program revenues:				
Operating grants and contributions	257,780	257,780	-	-
Capital grants and contributions	205,000	205,000	-	-
Charges for services	103,141	103,141	-	-
Total program revenues	565,921	565,921	-	-
Net program expenses	(3,683,340)	<u>\$(2,982,174)</u>	<u>\$ (657,651)</u>	<u>\$ (43,515)</u>
General revenues:				
SCS per pupil allocations	4,076,530			
Change in net position	393,190			
Net position:				
Beginning of year	2,425,989			
GASB 68 adjustments	299,534			
Beginning of year, as restated	2,725,523			
Net position, end of year	<u>\$3,118,713</u>			

Combined Balance Sheet – Governmental Funds

June 30, 2017

	General Fund
ASSETS	
Cash	\$ 722,238
Grants receivable	14,504
Prepaid expenses	58,637
Total assets	\$ 795,379
LIABILITIES AND FUND BALANCE	
Liabilities:	
Accounts payable	\$ 334,588
Accrued liabilities	30,230
Total liabilities	364,818
Fund balance:	
Non-spendable	58,637
Unassigned	371,924
Total fund balance	430,561
Total liabilities and fund balance	\$ 795,379

***Reconciliation of the Combined Balance Sheet to the Combined Statement
of Net Position – Governmental Activities***

June 30, 2017

	General Fund
Total governmental fund balance	\$ 430,561
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Net pension asset/liability is not carried on the General Fund Balance Sheet	(102,896)
Long-term debt is not due and payable in the current period and, therefore, is not reported in the general fund	(1,491,808)
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	3,983,609
Deferred outflows/inflows related to pensions are not reported in the General Fund Balance Sheet	299,247
Net position of governmental activities	\$ 3,118,713

**Combined Statement of Revenues, Expenditures, and
Changes in Fund Balance – Governmental Fund**
For the Year Ended June 30, 2017

	General Fund
Revenues:	
Shelby County Schools	\$ 4,076,530
Federal awards and contributions	257,780
Capital outlay	205,000
Other charges for services	103,141
Total revenues	4,642,451
Expenditures:	
Current:	
Salaries, wages and benefits:	
Instructional	2,164,265
General and administration	316,416
Instructional	1,156,528
General and administration	346,082
Capital outlay:	
Current expenditures	1,734,885
Debt service:	
Principal payments on notes payable	115,079
Interest	43,515
Total expenditures	5,876,770
Revenues over (under) expenditures	(1,234,319)
Other financial sources	
Issuance of note payable	581,600
Net change in fund balance	(652,719)
Fund Balance:	
Beginning of year	1,083,280
Fund balance - end of year	\$ 430,561

***Reconciliation of the Combined Statement of Revenues,
Expenditures, and Changes in Fund Balance to the
Combined Statement of Activities***

For the Year Ended June 30, 2017

	General Fund
Net change in fund balance - governmental funds	\$ (652,719)
Amounts reported for governmental activities in the Statement of Activities are different because:	
GASB 68 negative pension expense is not reported in the Statement of Revenues, Expenditures and Changes in Fund Balance	38,363
Repayment of the principal of long-term debt consumes the current financial resources of governmental funds. These transactions do not have any effect on net assets	115,079
Issuance of long term debt provides the current financial resources to governmental funds. These transactions do not have an effect on net assets.	(581,600)
Capital outlays, reported as expenditures in governmental funds, are shown as capital assets on the Statement of Net Position	1,734,885
Depreciation expense on capital assets is included only in the governmental activities in the Statement of Activities	(260,818)
Change in net position of governmental activities	\$ 393,190

Note 1 - Summary of Significant Accounting Policies

Reporting Entity

The Read Foundation was formed as a Tennessee non-profit corporation. The Read Foundation (the "Foundation"), is the sponsor of Memphis School of Excellence and Memphis School of Excellence Elementary School. Pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq., Memphis School of Excellence has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. Memphis School of Excellence, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee, for the purpose of operating an alternative school to improve the learning of students with special needs as specified in the Federal Individuals with Disabilities Education Act. The School began classes in September 2010, with grades sixth through ninth. The initial Charter School Agreement expires in October 1, 2020, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Memphis School of Excellence Elementary School was formed pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq. Memphis School of Excellence Elementary School, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee. Memphis School of Excellence Elementary School began classes in August 2017, with kindergarten through second grade. The initial Charter School Agreement expires on June 30, 2026, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Measurement focus, basis of accounting and presentation

The Foundation, in accordance with the applicable Governmental Accounting Standards Board (GASB) statement, are considered a special-purpose governmental entity and is not a component unit of another governmental entity. Therefore, the financial statements have been prepared in the same manner as general-purpose governments.

The Foundation's basic financial statements include both government-wide and fund financial statements.

The combined government-wide financial statements (i.e., the combined statements of net position and the combined statements of activities) report information on all the non-fiduciary activities of the primary government. Governmental activities normally are supported by taxes and inter-governmental revenues and are paid to the Foundation through the Board of Education of the Shelby County Schools. The combined government-wide financial statements of the Foundation have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The combined governmental fund financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available. Revenues are considered available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Foundation considers revenues available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when the related liability is incurred, as under accrual accounting.

Combined Government-wide Financial Statements

In the combined government-wide statement of net position, activities are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The combined statement of net position presents the financial condition of the Foundation at year-end.

GASB regulations require the classification of net position into three components: invested in capital assets, net of related debt; restricted; and unrestricted. These classifications are defined as follows:

Net investment in capital assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances (if any) of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets.

If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Unrestricted – This component of net position consists of net position that do not meet the definition of restricted or invested in capital assets, net of related debt. When both restricted and unrestricted assets are available for use, it is the Foundation's policy to utilize restricted assets first, then unrestricted assets as needed.

The government-wide statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students for lunches, school supplies, after school care, athletic programs, and other services; 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment; and 3) contributions that are generally unrestricted.

The primary sources of the Foundation's revenue is from the following:

Shelby County Schools – the Foundation receives funds from Shelby County Schools (SCS) based on a per-pupil allocation. The Foundation received \$8,506 per-pupil and had an average of 475 students for the year ended June 30, 2017. The per-pupil allocation received for the year ended June 30, 2017, totaled \$4,076,530 and is included in the Shelby County Schools revenue.

Federal Awards – the Foundation is a recipient of Title I federal grant monies. The Foundation recognizes grant income when it is earned. The Foundation recognized \$257,780 in federal grant revenue for the year ended June 30, 2017. The Foundation also received \$205,000 from the State of Tennessee Capital Outlay Grant, which was disbursed through the Board of Education of the Shelby County Schools.

Contributions – Contributions are recognized as support when they are pledged or received. The Foundation report gifts of cash and other assets as unrestricted support unless they are received with donor stipulations that limit the use of the donated assets.

Governmental Fund Financial Statements

The financial transactions of the Foundation are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenditures. The Foundation reports the following major governmental fund:

The General Fund is the primary operating fund of the Foundation and accounts for all financial resources of the general government, except those required to be accounted for in another fund, if any.

The governmental funds' focus is upon the determination of financial resources, their balance, sources and use, rather than upon net income. In accordance with the applicable GASB statement, the Foundation classifies governmental fund balances as: non-spendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the Foundation's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the Foundation's policy to spend funds in the following order, committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Non-spendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the Foundation's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as non-spendable, restricted, or committed. In addition, general fund balances that the Foundation intends to use for specific purposes are classified as assigned. The Foundation gives the authority to assign amounts for specific purposes to the Schools' office manager and personnel under the supervision of the schools' office manager tasked with financial recording responsibilities.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as non-spendable, restricted, committed or assigned.

Other Accounting Policies

Cash and Cash Equivalents

The Foundation consider deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents.

Grants Receivable

Grants Receivable represents amounts due from the State of Tennessee for reimbursement of expenses allocated to the Title I grant. An allowance for doubtful accounts is maintained based upon collection experience and a review of the collectability of specific outstanding receivables. Receivables are charged against the allowance when they are determined to be uncollectible by management. There is no allowance for doubtful accounts as of June 30, 2017, as management believes all amounts are collectible.

Capital Assets

Capital assets acquired by the Foundation are considered to be owned by the Foundation. However, State funding sources may maintain equitable interest in the capital assets purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The State's equitable interest is in capital assets with an acquisition cost which equals or exceeds \$5,000 and an estimated useful life of more than one year. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets purchased are stated at cost, if purchased, or the estimated value on the date received, if donated. Depreciation is computed using the straight-line method over the estimated useful lives of the assets and over the term of the lease for leasehold improvements, ranging from 3 to 20 years. The Foundation follows the practice of capitalizing all expenditures for property and equipment items over \$1,500.

Accrued Compensated Absences

No accrual of compensated absences is necessary for the Foundation's faculty/staff because the summer months, during which classes are not in session, are considered employees' vacation. The administrative employees of the Foundation follow the same schedule as the instructors of the charter schools; therefore, no compensated absences accrual for any of the employees of the Foundation is appropriate.

Income Taxes

The Foundation has been determined to be exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (IRC) as evidenced by a letter of determination dated September 17, 2009. As an exempt corporation, the Foundation must operate in conformity with the IRC in order to maintain its tax-exempt status. The Foundation is also exempt from state income tax. As of June 30, 2017, the following tax years remain open due to the applicable tax authority's ability to review and assess previously issued returns: federal – June 30, 2014, 2015, and 2016.

Pensions (Teacher Legacy Pension Plan; Teacher Retirement Plan; Public Employee Retirement Plan)

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the above named plans in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported to the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefits terms of the pension plans named above. Investments are reported at fair value.

Deferred Outflows / Inflows of Resources

As defined in GASB statement 63, in addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *Deferred Outflows of Resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then.

As defined in GASB statement 63, in addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *Deferred Inflows of Resources*, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then.

Obligations

In the government-wide financial statements, debt and other obligations are reported as liabilities in the applicable governmental activities and statement of net position.

In the fund financial statements, any obligations secured by capital assets would not be reflected as a liability.

Estimates and Uncertainties

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentrations

Approximately 88% of the Foundation's funding during the year ended June 30, 2017, was from the Board of Education of Shelby County Schools for their per-pupil allocation.

Recent accounting pronouncements and restatement of net position

The provisions of GASB Statement No. 68 were implemented during the year ended June 30, 2015. As a result of the continuation of implementing this new standard, the Foundation increased governmental activities net position by \$299,534 as of June 30, 2016.

Events occurring after reporting date

The Foundation has evaluated subsequent events for potential recognition and disclosure through November 13, 2017, the date that the financial statements were approved for issuance.

Note 2 – Deposits with Financial Institutions

At June 30, 2017, the Foundation's carrying amount of deposits was \$722,238 and the bank balances totaled \$742,629. Accounts at the institution are insured by the Federal Deposit Insurance Company up to an aggregate of \$250,000, therefore the Foundation maintains its bank accounts at a banking institution that is included as a Collateral Pool Participant, which provides collateral coverage for public funds deposits in excess of \$250,000.

Note 3 – Capital Assets

Capital asset activity for the year ended June 30, 2017, was as follows:

	Balance June 30, 2016	Additions	Disposals	Balance June 30, 2017
Non-depreciable capital assets:				
Construction in progress	\$ 1,012,063	\$ 1,552,651	\$ -	\$ 2,564,714
Depreciable capital assets:				
Leasehold improvements	2,404,782	162,550	-	2,567,332
Furniture and equipment	315,594	19,684	-	335,278
Total depreciable capital assets	2,720,376	182,234	-	2,902,610
Less accumulated depreciation:				
Leasehold improvements	(1,027,426)	(216,653)	-	(1,244,079)
Furniture and equipment	(195,471)	(44,165)	-	(239,636)
Total accumulated depreciation	(1,222,897)	(260,818)	-	(1,483,715)
Total depreciable capital assets, net	1,497,479	(78,584)	-	1,418,895
Total capital assets, net	\$ 2,509,542	\$ 1,474,067	\$ -	\$ 3,983,609

Depreciation expense was \$260,818 for the year ended June 30, 2017. The allocation of this expense is as follows:

Governmental Activities:	
Instructional	\$ 250,385
General and Administrative	10,433
Total depreciation expense - governmental activities	\$ 260,818

Note 4 – Operating Leases

The Foundation leases office and instructional facilities under a lease agreement which will expire July 2020. Rent expenses under this lease totaled \$521,337 for the year ended June 30, 2017. The Foundation also leases certain equipment which will expire between June 2018 and June 2020. Rent expense under these leases totaled \$20,880 for the year ended June 30, 2017.

Future minimum lease payments required under these leases for the years ending June 30 are as follows:

2018	\$	557,991
2019		567,101
2020		577,863
2021		47,685
		<u>1,750,640</u>

Note 5 – Notes payable

The Foundation has a \$153,771 note payable to a construction company with \$50,000 due July 3, 2017, and the remaining balance due on December 30, 2017. The note bears interest at 4% per annum, matures December 30, 2017, and is collateralized by certain equipment. The Foundation also has a \$1,680,000 non-revolving line of credit with a financial institution for construction. The line bears interest at 4.66%, is secured by real estate, and matures on June 21, 2020. At June 30, 2017, the amount outstanding under this non-revolving line of credit was \$1,261,768. The line of credit is payable in monthly principal and interest installments of \$10,774. The Foundation also has a \$76,269 note payable to a financial institution. The note bears interest at 4.55%, is secured by certain equipment, is payable in monthly principal and interest installments of \$1,493, and matures on March 8, 2022.

	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
Notes payable transactions for the year	\$ 1,025,287	\$ 581,600	\$ (115,079)	\$ 1,491,808	\$ 241,854

Principal and interest payments required to maturity for the long-term debt agreements mentioned above for the years ending June 30 are as follows:

	Principal	Interest	Total
2018	\$ 241,854	\$ 61,017	\$ 302,871
2019	90,951	56,251	147,202
2020	1,128,849	51,938	1,180,787
2021	16,901	1,012	17,913
2022	13,253	245	13,498
	<u>\$ 1,491,808</u>	<u>\$ 170,463</u>	<u>\$ 1,662,271</u>

Note 6 – Commitments

On July 1, 2013, the Foundation entered into an educational professional services agreement with Harmony Public School, a Texas-based non-profit organization, to provide management and consulting services, training and providing ongoing professional development to the schools in all areas within the charter school system. The contract is a three year agreement which expired June 30, 2016. The Foundation agreed to pay Harmony Public School an annual fee of \$15,000 per year. As of June 30, 2016, the contract has been extended an additional three years which will expire on June 30, 2019, with all of the above terms and annual fee remaining the same.

On December 31, 2014, the Foundation entered into an educational professional services agreement with Teach for America, a Connecticut-based non-profit organization for recruiting, selecting, training and providing ongoing professional development to teachers within the charter school system. The Foundation agrees to hire a minimum of five (5) teachers from the Teach for America program for the academic years ending 2016, 2017, and 2018 and pay Teach for America an annual fee of \$5,000 per teacher for each year the teachers are employed. The Foundation paid \$50,000 under this agreement for the year ended June 30, 2017.

On October 11, 2016, the Foundation signed a contract with Ybos & Sons Construction, Inc. for construction on the building purchased at 4921 Winchester Road. The total amount of the contract is \$1,585,656. As of June 30, 2017, the total construction completed and stored to date was \$1,433,347.

Note 7 - Teacher Legacy Pension Plan

General Information about the Pension Plan

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014, of the Foundation are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by the Foundation after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 and vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Legacy Pension Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the FoundationRead Foundation for the year ended June 30, 2017, to the Teacher Legacy Pension Plan were \$69,878 which is 9.04 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2017, the Foundation reported a liability of \$135,893 for its proportionate share of net pension liability. The net pension liability was measured as of June 30, 2016, and the total pension liability used to calculate the net pension liability was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability was based on the Foundation's share of contributions to the pension plan relative to the contributions of all Local Education Agencies (LEAs). At the measurement date of June 30, 2016, the Foundation's proportion was 0.021745 percent. The proportion measured as of June 30, 2015, was 0.027161 percent.

Pension expense. For the year ended June 30, 2017, the Foundation recognized negative pension expense of \$65,885.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2017, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 5,719	\$ 164,521
Net difference between projected and actual earnings on pension plan investments	151,726	-
Changes in proportion of Net Pension Liability (Asset)	232,348	41,082
Read Foundation's contributions subsequent to the measurement date of June 30, 2016	69,878	-
Total	<u>\$ 459,671</u>	<u>\$ 205,603</u>

The Foundation's employer contributions of \$69,878, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2018	\$ 24,443
2019	24,443
2020	97,226
2021	57,016
2022	(18,937)
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2016, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.5 percent

Mortality rates are customized based on the June 30, 2012, actuarial experience study and included some adjustment for expected future improvement in life expectancy.

The actuarial assumptions used in the June 30, 2016, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term investments	0.00%	1%
		<u>100%</u>

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution (ADC) rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.5 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 746,211	\$ 135,893	\$ (369,667)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2017, the Foundation reported a payable of \$20,204 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2017.

Note 8 – Non-Teacher Retirement Plan

General Information about the Pension Plan

Plan description. Employees of the Foundation are provided a defined benefit pension plan through the Public Employee Retirement Plan, an agent multiple-employer pension plan administered by the TCRS. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. The chief legislative body may adopt the benefit terms permitted by statute. Members are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. Reduced benefits for early retirement are available at age 55 and vested. Members vest with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria.

Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions. Contributions for employees are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Employees contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. For the year ended June 30, 2017, the employer contributions for the Foundation were \$7,439 based on a rate of 9.27% percent of covered payroll. By law, employer contributions are required to be paid. The TCRS may intercept the Foundation's state shared taxes if required employer contributions are not remitted. The employer's ADC and member contributions are expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Net Pension Liability (Asset)

The Foundation's net pension liability (asset) was measured as of June 30, 2016, and the total pension liability used to calculate net pension liability (asset) was determined by an actuarial valuation as of that date.

Actuarial assumptions. The total pension liability in the June 30, 2016, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.5 percent

Mortality rates were based on actual experience from the June 30, 2012, actuarial experience study adjusted for some of the expected future improvement in life expectancy.

The actuarial assumptions used in the June 30, 2016, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent.

The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected	
	Real Rate of Return	Target Allocation
U.S. equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term investments	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the ADC rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Changes in the Net Pension Liability (Asset)

	Increase (Decrease)		
	Total Pension Liability	Plan Fiduciary Net Position	Net Pension Liability (Asset)
	(a)	(b)	(a) - (b)
Balance at 6/30/15	\$ 269,202	\$ 284,814	\$ (15,612)
Changes for the year:			
Service cost	5,620	-	5,620
Interest	19,995	-	19,995
Differences between expected and actual experience	(7,217)	-	(7,217)
Contributions - employer	-	5,405	(5,405)
Contributions - employees	-	2,917	(2,917)
Net investment income	-	7,455	(7,455)
Benefit payments, including refunds of employee contributions	(16,445)	(16,445)	-
Administrative expense	-	(115)	115
Other changes	-	386	(386)
Net changes	1,953	(397)	2,350
Balance at 6/30/16	\$ 271,155	\$ 284,417	\$ (13,262)

Sensitivity of the net pension liability (asset) to changes in the discount rate. The following presents the net pension liability (asset) of the Foundation calculated using the discount rate of 7.5 percent, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 18,644	\$ (13,262)	\$ (39,976)

Negative Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Negative pension expense. For the year ended June 30, 2017, the Foundation recognized negative pension expense of \$2,161.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2017, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ -	\$ 14,061
Net difference between projected and actual earnings on pension plan investments	9,288	-
Contributions subsequent to the measurement date of June 30, 2016	7,439	-
Total	\$ 16,727	\$ 14,061

The amount shown above for "Contributions subsequent to the measurement date of June 30, 2016," will be recognized as a reduction (increase) to net pension liability (asset) in the following measurement period.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2018	\$(3,523)
2019	(3,523)
2020	994
2021	1,279
2022	-
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Payable to the Pension Plan

At June 30, 2017, the Foundation reported a payable of \$0 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2017.

Note 9 – Teacher Retirement Plan (After June 30, 2014)**General Information about the Pension Plan**

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014, of the Foundation are provided with pensions through the Teacher Retirement Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by the Foundation after June 30, 2014. The Teacher Retirement Plan is a separate cost sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except for in years when the maximum funded level, approved by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2017, to the Teacher Retirement Plan were \$41,166 which is 4 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2017, the Foundation reported an asset of \$19,735 for its proportionate share of net pension asset. The net pension asset was measured as of June 30, 2016, and the total pension asset used to calculate the net pension asset was determined by an actuarial value as of that date. The Foundation's proportion of the net pension asset was based on The Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2016, the Foundation's proportion was 0.189570 percent. The proportion measured as of June 30, 2015, was 0.135356 percent.

Pension expense. For the year ended June 30, 2017, the Foundation recognized pension expense of \$16,396.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2017, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 1,912	\$ 2,275
Net difference between projected and actual earnings on pension plan investments	3,231	-
Changes in proportion of Net Pension Liability (Asset)	-	1,521
Read Foundation's contributions subsequent to the measurement date of June 30, 2016	41,166	-
	<u>\$ 46,309</u>	<u>\$ 3,796</u>
Total		

The Foundation's employer contributions of \$41,166, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase of net pension liability (assets) in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2018	\$ 672
2019	672
2020	672
2021	518
2022	(174)
Thereafter	(1,013)

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2016, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.5 percent

Mortality rates are customized based on the June 30, 2012, actuarial experience study and included some adjustment for expected future improvement in life expectancy.

The actuarial assumptions used in the June 30, 2015, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term investments	0.00%	1%
		<u>100%</u>

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.5 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 9,319	\$ (19,735)	\$ (41,142)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2017, the Foundation reported a payable of \$188 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2017.

401(k) Plan

The Teacher Retirement Plan provides a combination of a defined benefit plan and a defined contribution plan. The defined benefit portion of the Teacher Retirement Plan is managed by TCRS. The defined contribution assets are deposited into the State's 401(k) plan where the employees manage the investments within the 401(k) plan. Contributions are made on a tax-deferred basis. Employer contributions by the Foundation for the year ended June 30, 2017, to the 401(k) plan were \$51,458 which is 5 percent of covered payroll.

Note 10 – Reconciliation of Net Pension Assets and Liabilities at June 30, 2017

	Net Pension Asset	Deferred Outflows of Resources	Net Pension Liability	Deferred Inflows of Resources
Teacher Legacy Pension Plan	\$ -	\$ 459,671	\$ 135,893	\$ 205,603
Non-Teacher Retirement Plan	13,262	16,727	-	14,061
Teacher Retirement Plan (After June 30, 2014)	19,735	46,309	-	3,796
Total assets and liabilities	\$ 32,997	\$ 522,707	\$ 135,893	\$ 223,460

Note 11 – Risk Management

The Foundation is exposed to the normal risks of loss related to torts; theft or damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Foundation's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage in the past three years.

Required Supplementary Information

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Legacy Pension Plan of TCRS
 Last Fiscal Year Ended June 30

	<u>2016</u>
Memphis School of Excellence's proportion of the net pension liability (asset)	0.021745%
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ 135,893
Memphis School of Excellence's covered payroll	\$ 784,941
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	17.31%
Plan fiduciary net position as a percentage of the total pension liability	97.14%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions
Teacher Legacy Pension Plan of TCRS
 Last Fiscal Year Ended June 30

	2016	2017
Contractually required	\$ 70,959	\$ 69,878
Contribution in relation to the contractually required contribution	70,959	69,878
Contribution deficiency (excess)	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$ 784,941	\$ 772,987
Contributions as a percentage of Memphis School of Excellence's covered payroll	9.04%	9.04%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Changes in Net Pension Liability (Asset) and Related Ratios*
Based on Participation in the Public Employee Pension Plan of TCRS – Non Teacher
 Last Fiscal Year Ending June 30

	2016
Total pension liability	
Service cost	\$ 5,620
Interest	19,995
Changes in benefit terms	-
Differences between actual & expected experience	(7,217)
Change of assumptions	-
Benefit payments, including refunds of employee contributions	(16,445)
Net change in total pension liability	1,953
Total pension liability - beginning	269,202
Total pension liability - ending (a)	271,155
Plan fiduciary net position	
Contributions - employer	\$ 5,405
Contributions - employee	2,917
Net investment income	7,455
Benefit payments, including refunds of employee contributions	(16,445)
Administrative expense	(115)
Other	386
Net change in plan fiduciary net position	(397)
Plan fiduciary net position - beginning	284,814
Plan fiduciary net position - ending (b)	284,417
Net Pension Liability (Asset) - ending (a) - (b)	\$ (13,262)
Plan fiduciary net position as a percentage of total pension liability	104.89%
Covered payroll	58,527
Net pension liability (asset) as a percentage of covered-employee payroll	-22.66%

* GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions*
Based Upon Participation in the Public Employee Pension Plan of TCRS – Non Teacher
 Last Fiscal Year Ending June 30

	2016	2017
Actuarially required contribution	\$ 5,405	\$ 7,439
Contributions in relation to the actuarially determined contribution	5,405	7,439
Contribution deficiency (excess)	\$ -	\$ -
Covered payroll	\$ 58,527	\$ 80,248
Contributions as a percentage of covered payroll	9.24%	9.27%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Notes to Schedule

Valuation date: Actuarially determined contribution rates for 2017 were calculated based on June 30, 2015, actuarial valuation.

Methods and assumptions used to determine contribution rates:

Actuarial cost method	Frozen initial liability
Amortization method	Level dollar, closed (not to exceed 20 years)
Remaining amortization period	Varies by Year
Asset valuation	10-year smoothed within a 20 percent corridor to market value
Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation
Investment Rate of Return	7.5 percent, net of investment expense, including inflation
Retirement age	Pattern of retirement determined by experience study
Mortality	Customized table based on actual experience including an adjustment for some anticipated improvement
Cost of Living Adjustments	2.5 percent

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Retirement Plan of TCRS
 Last Fiscal Year Ended June 30

	<u>2016</u>
Memphis School of Excellence's proportion of the net pension liability (asset)	0.189570%
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ (19,735)
Memphis School of Excellence's covered payroll	\$ 834,118
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-2.37%
Plan fiduciary net position as a percentage of the total pension liability	121.88%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions
Teacher Retirement Plan of TCRS
 Last Fiscal Year Ended June 30

	2016	2017
Contractually required contribution	\$ 20,880	\$ 41,166
Contribution in relation to the contractually required contribution	33,365	41,166
Contribution deficiency (excess)	\$ (12,485)	\$ -
Memphis School of Excellence's covered payroll	\$ 834,118	\$ 1,029,150
Contributions as a percentage of Memphis School of Excellence's covered payroll	4.00%	4.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Other Supplementary Information

Combining Schedule of Assets, Liabilities, and Fund Balances – Governmental Funds

June 30, 2017

	Governmental Activities			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Elimination	TOTAL
ASSETS				
Cash	\$ 582,082	\$ 140,156	\$ -	\$ 722,238
Grants receivable	14,504	-	-	14,504
Prepaid expenses	58,637	-	-	58,637
TOTAL ASSETS	\$ 655,223	\$ 140,156	\$ -	\$ 795,379
LIABILITIES				
Accounts payable	\$ 334,588	\$ -	\$ -	\$ 334,588
Accrued liabilities	30,230	-	-	30,230
TOTAL LIABILITIES	364,818	-	-	364,818
FUND BALANCE				
Non-spendable	58,637	-	-	58,637
Unassigned	231,768	140,156	-	371,924
TOTAL FUND BALANCE	290,405	140,156	-	430,561
TOTAL LIABILITIES AND FUND BALANCE	\$ 655,223	\$ 140,156	\$ -	\$ 795,379

**Combining Schedule of Revenues, Expenditures, and
Changes in Fund Balance – Governmental Funds**

For the Year Ended June 30, 2017

	General Funds			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Elimination	TOTAL
REVENUES:				
Shelby County Schools	\$ 4,076,530	\$ -	\$ -	\$4,076,530
Federal awards and contributions	257,780	-	-	257,780
Capital outlay	205,000	-	-	205,000
Other charges for services	116,391	-	(13,250)	103,141
TOTAL REVENUES	4,655,701	-	(13,250)	4,642,451
EXPENDITURES:				
Current:				
Salaries, wages, and benefits:				
Instructional	2,164,265	-	-	2,164,265
General and administrative	272,076	44,340	-	316,416
Instructional	1,138,122	18,406	-	1,156,528
General and administrative	303,268	56,064	(13,250)	346,082
Capital Outlay:				
Current expenditures	1,734,885	-	-	1,734,885
Debt Service:				
Principal payments on long-term debt	115,079	-	-	115,079
Interest	43,515	-	-	43,515
TOTAL EXPENDITURES	5,771,210	118,810	(13,250)	5,876,770
REVENUE OVER (UNDER) EXPENDITURES	(1,115,509)	(118,810)	-	(1,234,319)
OTHER FINANCIAL SOURCES				
Issuance of long-term debt	581,600	-	-	581,600
NET CHANGE IN FUND BALANCE	(533,909)	(118,810)	-	(652,719)
FUND BALANCE, Beginning of year	1,083,280	-	-	1,083,280
FUND BALANCE, End of year	\$ 549,371	\$ (118,810)	\$ -	\$ 430,561

***Schedule of Combined Expenditures of Federal Awards
and State Financial Assistance***

For the Year Ended June 30, 2017

Federal Grantor / Pass-through Grantor / Program Title	CFDA Number	Contract Number	Expenditures
<u>Federal Awards</u>			
U.S. Department of Education / Board of Education of the Shelby County Schools / Title I Grants to Local Educational Agencies	84.010	N/A	\$ 257,780
<u>State Financial Assistance</u>			
Tennessee Department of Education / Board of Education of the Shelby County Schools / ADA Per-Pupil Funding Allocation	N/A	N/A	4,076,530
Tennessee Department of Education / Board of Education of the Shelby County Schools / Capital Outlay Funding	N/A	N/A	205,000
Total State Financial Assistance			4,281,530
Total Federal Awards and State Financial Assistance			\$ 4,539,310

Note 1 - Basis of Presentation

The Schedule of Expenditures of Federal Awards and State Financial Assistance includes the federal and state grant activity of the Read Foundation and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the State of Tennessee Department of Audit, Audit Manual. Therefore, some amounts presented in the schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Non-Financial Information

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Directors
Read Foundation
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the Read Foundation's basic financial statements, and have issued our report thereon dated November 13, 2017.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Read Foundation's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Read Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Read Foundation's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

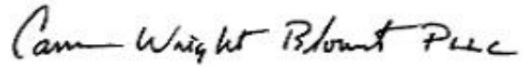
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Read Foundation's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Cam Wright Blount PLLC". The signature is written in a cursive, flowing style.

Memphis, Tennessee
November 13, 2017

Schedule of Findings and Responses***For the Year Ended June 30, 2017***

There were no findings and/or responses for the fiscal year ended June 30, 2017.

Schedule of Prior Year Findings and Responses

June 30, 2017

There were no findings and/or responses for the fiscal year ended June 30, 2016.



Memphis School of Excellence
Financial Statements
June 30, 2016

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BOARD OF DIRECTORS

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Patty Farmer, Treasurer

Fatih Sen, Secretary

Dr. Richard Potts

Bayram Demirbuga

ADMINISTRATIVE OFFICIALS

Muhammet Turkey, Executive Director

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Memphis School of Excellence
Memphis, Tennessee

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and the major fund of Memphis School of Excellence as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise Memphis School of Excellence's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of Memphis School of Excellence, as of June 30, 2016, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

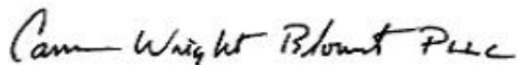
Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Memphis School of Excellence's basic financial statements. The governance officials schedule and the schedule of expenditures of federal awards and state financial assistance are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The schedule of expenditures of federal awards and state financial assistance is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards and state financial assistance is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The governance officials schedule has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report, dated December 8, 2016, on our consideration of Memphis School of Excellence's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Memphis School of Excellence's internal control over financial reporting and compliance.



Memphis, Tennessee
December 8, 2016

The following Management's Discussion and Analysis (MD&A) of Memphis School of Excellence's (the "School") activities and financial performance provides the reader with an introduction and overview to the financial statements of the School for the year ended June 30, 2016. This information should be considered within the context of the accompanying financial statements and note disclosures.

OVERVIEW OF THE FINANCIAL STATEMENTS

Financial Highlights

- The assets of the School exceeded its liabilities at the end of the fiscal year by \$2,425,989 (net position).
- The School's total net position increased by \$651,861.
- The School's total expenses increased by \$460,794, primarily due to increase in general salaries and the addition of several new teachers during the fiscal year.

This financial report consists of a series of financial statements, notes to those statements, and required supplementary information. The statements are organized so that the reader can understand the School as a whole and then proceed to a detailed look at specific financial activities of the School.

Reporting the School as a Whole

The Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the School is better off or worse off as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the School as a whole and about the School's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid.

The Statement of Net Position reports the School's net position (total assets less total liabilities). Private sector entities would report retained earnings. The School's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled the statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the School's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the School.

Reporting the School's Funds

Fund Financial Statements:

The School's governmental fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances, provide detailed information about the School's most significant funds, not the School as a whole. Funds are established by the School to help manage money for particular purposes and compliance with various grant provisions.

The School's funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the school – wide financial statements to report on the School as a whole. The relationship between governmental activities, as reported in the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances is reconciled following the basic financial statements.

FINANCIAL ANALYSIS

A summary of the School's financial position for its Governmental Activities is as follows:

	2016	2015	Increase (Decrease)
Assets	\$ 4,477,959	\$ 2,782,062	\$ 1,695,897
Liabilities	2,051,970	1,007,934	1,044,036
Net position			
Invested in capital assets	1,484,255	1,052,814	431,441
Unrestricted	941,734	721,314	220,420
Total net position	\$ 2,425,989	\$ 1,774,128	\$ 651,861

A summary of the School's operations from governmental activities is as follows:

	2016	2015	Increase (Decrease)
Revenues	\$ 4,159,192	\$ 3,877,941	\$ 281,251
Expenses	3,507,331	3,046,537	460,794
Change in net position	\$ 651,861	\$ 831,404	\$ (179,543)

Comparisons of the Statement of Revenue, Expenditures and Changes in Fund Balance – Governmental Funds are as follows:

Revenues

Funding for the School comes primarily through the per-pupil allocation from the Shelby County Schools' Board of Education. An analysis of the changes between the current year and prior year governmental activity revenues are as follows:

	2016	2015	Increase (Decrease)
Shelby County Schools	\$ 3,480,342	\$ 3,412,449	\$ 67,893
Federal and state awards and contributions	377,428	393,132	(15,704)
Other charges for services	301,422	72,360	229,062
Total	\$ 4,159,192	\$ 3,877,941	\$ 281,251

The variance for Memphis School of Excellence's per-pupil allocation is due to the increase in the School's enrollment, from an average of 441 students in the prior year to an average of 446 students in the current year. The Capital Outlay funds are based on student enrollment. Because of the increase in student enrollment in the current year, the School received more funding than in the previous year.

Federal awards consist of a Title I Grant for Tennessee Public Charter Schools. The School's Title I funding allocation increased in the current year.

Expenses

An analysis of the changes between the current year and prior year governmental funds expenses are as follows:

	2016	2015	Increase (Decrease)
Salaries, wages, and benefits			
Instructional	\$ 1,855,937	1,569,995	\$ 285,942
General and administrative	199,258	193,791	5,467
Other instructional	91,121	157,809	(66,688)
Food services	1,345	1,263	82
General and administrative	1,340,005	1,095,547	244,458
Debt service	19,665	28,132	(8,467)
Total	<u>\$ 3,507,331</u>	<u>\$ 3,046,537</u>	<u>\$ 460,794</u>

The increase in salaries, wages, and benefits is due to more teachers and other instructional staff employed during the current year because of the increase in enrollment.

Other instructional expenses increased in the current year due primarily to the increased need for the purchases of instructional supplies during the current year because of the increase in enrollment.

General and administration expenses include professional fees for accounting and other contracted services, professional development expenses, marketing, advertising, telephone and internet expense, repairs and maintenance, lease expenses, printing and office supplies. The current year decrease in general and administration expense is due to decreases in salaries.

ECONOMIC FACTORS

Significant economic factors affecting the School are as follows:

- The amount of State funding received per student for the year. This amount per student can fluctuate from year to year based on total funds available to the State and the number of students enrolled during the school year.
- The continued funding of other programs and grants.
- Inflationary pressure on utility rates, supplies, insurance, and other costs.
- Local labor supply and demand, which can affect salary and wage rates.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School. Questions concerning any of the information provided in this report may be addressed to the office of:

Memphis School of Excellence
4450 South Mendenhall Road, Suite 1
Memphis, Tennessee 38141
Telephone (901) 367-7814

Basic Financial Statements

*Statement of Net Position**June 30, 2016*

	Governmental Activities
Assets	
Cash	\$ 1,078,283
Grants receivable	36,156
Prepaid expenses	50,000
Net pension asset	21,598
Non-depreciable capital assets	1,012,063
Depreciable capital assets, net of accumulated depreciation	1,497,479
Total assets	3,695,579
Deferred outflows of resources	782,380
Liabilities	
Accounts payable	27,127
Accrued liabilities	54,032
Note payable - due in one year	940,000
Note payable - due in more than one year	85,287
Total liabilities	1,106,446
Deferred inflows of resources	945,524
Net position	
Net investment in capital assets	1,484,255
Unrestricted	941,734
Total net position	\$ 2,425,989

Statement of Activities

June 30, 2016

Governmental Activities	Total	Instructional and Student Services	General and Administrative	Debt Service
Program expenses :				
Employee compensation	\$2,055,195	\$ 1,855,937	\$ 199,258	\$ -
Office	141,418	-	141,418	-
Depreciation	239,983	230,384	9,599	-
Occupancy	933,064	895,741	37,323	-
Supplies	44,674	34,185	10,489	-
Staff development	15,436	1,231	14,205	-
Travel	11,936	11,936	-	-
Advertising	21,360	-	21,360	-
Other	24,065	22,711	1,354	-
Student services	535	535	-	-
Interest	19,665	-	-	19,665
Total expenses	3,507,331	3,052,660	435,006	19,665
Program revenues:				
Operating grants and contributions	192,428	192,428	-	-
Capital grants and contributions	185,000	185,000	-	-
Charges for services	301,422	301,422	-	-
Total program revenues	678,850	678,850	-	-
Net program expenses	(2,828,481)	<u>\$(2,373,810)</u>	<u>\$ (435,006)</u>	<u>\$ (19,665)</u>
General revenues:				
SCS per pupil allocations	3,480,342			
Change in net position	651,861			
Net position:				
Beginning of year	1,774,128			
Net position, end of year	<u>\$2,425,989</u>			

Balance Sheet – Governmental Funds**June 30, 2016**

		General Fund
<hr/>		
Assets		
Cash		\$ 1,078,283
Grants receivable		36,156
Prepaid expenses		50,000
<hr/>		
Total assets		\$ 1,164,439
<hr/>		
Liabilities and Fund Balance		
Liabilities:		
Accounts payable		\$ 27,127
Accrued liabilities		54,032
<hr/>		
Total liabilities		81,159
<hr/>		
Fund balance:		
Non-spendable		50,000
Unassigned		1,033,280
<hr/>		
Total fund balance		1,083,280
<hr/>		
Total liabilities and fund balance		\$ 1,164,439
<hr/>		

***Reconciliation of the Balance Sheet to the Statement
of Net Position – Governmental Activities***

June 30, 2016

	General Fund
Total governmental fund balance	\$ 1,083,280
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Net pension asset is not carried on the General Fund Balance Sheet	21,598
Long-term debt is not due and payable in the current period and, therefore, is not reported in the general fund	(1,025,287)
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	2,509,542
Deferred outflows/inflows related to pensions are not reported in the General Fund Balance Sheet	(163,144)
Net position of governmental activities	\$ 2,425,989

**Statement of Revenues, Expenditures, and
Changes in Fund Balance – Governmental Fund**

For the Year Ended June 30, 2016

	General Fund
Revenues:	
Shelby County Schools	\$ 3,480,342
Federal awards and contributions	192,428
Capital outlay	185,000
Other charges for services	301,422
Total revenues	4,159,192
Expenditures:	
Current:	
Salaries, wages and benefits:	
Instructional	1,943,581
General and administration	210,950
Instructional expenses	966,339
General and administration	226,149
Capital outlay:	
Current expenditures	1,245,358
Debt service:	
Principal payments on notes payable	186,066
Interest	19,665
Total expenditures	4,798,108
Revenues over (under) expenditures	(638,916)
Other financial sources	
Issuance of note payable	760,000
Net change in fund balance	121,084
Fund Balance:	
Beginning of year	962,196
Fund balance - end of year	\$ 1,083,280

**Reconciliation of the Statement of Revenues,
Expenditures, and Changes in Fund Balance of
Governmental Funds to the Statement of Activities**

For the Year Ended June 30, 2016

	General Fund
Net change in fund balance - governmental funds	\$ 121,084
Amounts reported for governmental activities in the Statement of Activities are different because:	
GASB 68 negative pension expense is not reported in the Statement of Revenues, Expenditures and Changes in Fund Balance	99,336
Repayment of the principal of long-term debt consumes the current financial resources of governmental funds. These transactions do not have any effect on net assets	186,066
Issuance of long term debt provides the current financial resources to governmental funds. These transactions do not have an effect on net assets.	(760,000)
Capital outlays, reported as expenditures in governmental funds, are shown as capital assets on the Statement of Net Position	1,245,358
Depreciation expense on capital assets is included only in the governmental activities in the Statement of Activities	(239,983)
<u>Change in net position of governmental activities</u>	<u>\$ 651,861</u>

Note 1 - Summary of Significant Accounting Policies**Reporting Entity**

Memphis School of Excellence (the "School") was formed on September 3, 2009, as a Tennessee non-profit corporation. The Read Foundation (the "Foundation"), a Tennessee non-profit corporation, is the sponsor of the School. Pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq., the School has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. The School, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee, for the purpose of operating an alternative school to improve the learning of students with special needs as specified in the Federal Individuals with Disabilities Education Act. The School, located at 4450 S. Mendenhall Road, Suite 1, Memphis, TN 38141, began classes on September 3, 2010 with grades sixth through ninth. The initial Charter School Agreement expires in October 1, 2020, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Measurement focus, basis of accounting and presentation

The School, in accordance with the applicable Governmental Accounting Standards Board (GASB) statement, is considered a special-purpose governmental entity and is not a component unit of another governmental entity. Therefore, the financial statements have been prepared in the same manner as general-purpose governments.

The School's basic financial statements include both government-wide and fund financial statements.

The government-wide financial statements (i.e., the statements of net position and the statement of activities) report information on all the non-fiduciary activities of the primary government. Governmental activities normally are supported by taxes and inter-governmental revenues and are paid to the School through the Board of Education of the Shelby County Schools. The government-wide financial statements of the School have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The governmental fund financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when the related liability is incurred, as under accrual accounting.

Government-wide Financial Statements

In the government-wide statement of net position, activities are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The statement of net position presents the financial condition of the School at year-end.

GASB Statement 63 requires the classification of net position into three components: invested in capital assets, net of related debt; restricted; and unrestricted. These classifications are defined as follows:

Net investment in capital assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances (if any) of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets. If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Unrestricted – This component of net position consists of net position that do not meet the definition of restricted or invested in capital assets, net of related debt. When both restricted and unrestricted assets are available for use, it is the School's policy to utilize restricted assets first, then unrestricted assets as needed.

The government-wide statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students for lunches, school supplies, after school care, athletic programs, and other services; 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment; and 3) contributions that are generally unrestricted.

The primary sources of the School's revenue are from the following:

Shelby County Schools – The School receives funds from Shelby County Schools (SCS) based on a per-pupil allocation. The School received \$7,735 per-pupil and had an average of 446 students for the year ended June 30, 2016. The per-pupil allocation received for the year ended June 30, 2016, totaled \$3,480,342 and is included in the Shelby County Schools revenue.

Federal Awards – The School is a recipient of Title I and Planning and Implementation federal grant monies. The School recognizes grant income when it is earned. The School recognized \$192,428 in federal grant revenue for the year June 30, 2016. The School also received \$185,000 from the State of Tennessee Capital Outlay Grant, which was disbursed through the Board of Education of the Shelby County Schools.

Contributions – Contributions are recognized as support when they are pledged or received. The School reports gifts of cash and other assets as unrestricted support unless they are received with donor stipulations that limit the use of the donated assets.

Governmental Fund Financial Statements

The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenditures. The School reports the following major governmental fund:

The General Fund is the primary operating fund of the School and accounts for all financial resources of the general government, except those required to be accounted for in another fund, if any.

The governmental funds' focus is upon the determination of financial resources, their balance, sources and use, rather than upon net income. In accordance with the applicable GASB statement, the School classifies governmental fund balances as: non-spendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the School's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the School's policy to spend funds in the following order, committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Non-spendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the School's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as non-spendable, restricted, or committed. In addition, general fund balances that the School intends to use for specific purposes are classified as assigned. The School gives the authority to assign amounts for specific purposes to the School's office manager and personnel under the supervision of the school office manager tasked with financial recording responsibilities.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as non-spendable, restricted, committed or assigned.

Other Accounting Policies

Cash and Cash Equivalents

The School considers deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents.

Grants Receivable

Grants Receivable represents amounts due from the State of Tennessee for reimbursement of expenses allocated to the Title I grant. An allowance for doubtful accounts is maintained based upon collection experience and a review of the collectability of specific outstanding receivables. Receivables are charged against the allowance when they are determined to be uncollectible by management. There is no allowance for doubtful accounts as of June 30, 2016, as management believes all amounts are collectible.

Capital Assets

Capital assets acquired by the School are considered to be owned by the School. However, State funding sources may maintain equitable interest in the capital assets purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The State's equitable interest is in capital assets with an acquisition cost which equals or exceeds \$5,000 and an estimated useful life of more than one year. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets purchased are stated at cost, if purchased, or the estimated value on the date received, if donated. Depreciation is computed using the straight-line method over the estimated useful lives of the assets and over the term of the lease for leasehold improvements, ranging from 3 to 20 years. The School follows the practice of capitalizing all expenditures for property and equipment items over \$1,500.

Accrued Compensated Absences

No accrual of compensated absences is necessary for the School's faculty/staff because the summer months, during which classes are not in session, are considered employees' vacation. The administrative employees of the School follow the same schedule as the employees of the charter school; therefore, no compensated absences accrual for any of the employees of the School is appropriate.

Income Taxes

The School has been determined to be exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (IRC) as evidenced by a letter of determination dated September 17, 2009. As an exempt corporation, the School must operate in conformity with the IRC in order to maintain its tax-exempt status. The School is also exempt from state income tax. As of June 30, 2016, the following tax years remain open due to the applicable tax authority's ability to review and assess previously issued returns: federal – June 30, 2013, 2014, 2015 and 2016.

Pensions (Teacher Legacy Pension Plan; Teacher Retirement Plan; Public Employee Retirement Plan)

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the above named plans in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported to the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefits terms of the pension plans named above. Investments are reported at fair value.

Deferred Outflows / Inflows of Resources

As defined in GASB statement 63, in addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *Deferred Outflows of Resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. The School has no items that meet this criterion.

As defined in GASB statement 63, in addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *Deferred Inflows of Resources*, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. The School has no items that meet the criterion for this category.

Obligations

In the government-wide financial statements, debt and other obligations are reported as liabilities in the applicable governmental activities and statement of net position.

In the fund financial statements, any obligations secured by capital assets would not be reflected as a liability.

Estimates and Uncertainties

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentrations

Approximately 83% of the School's funding during the year ended June 30, 2016, was from the Board of Education of Shelby County Schools for their per-pupil allocation.

Events occurring after reporting date

The School has evaluated subsequent events for potential recognition and disclosure through December 8, 2016, the date that the financial statements were approved for issuance.

Note 2 – Deposits with Financial Institutions

At June 30, 2016, the School's carrying amount of deposits was \$1,078,283 and the bank balances totaled \$1,085,452. Accounts at the institution are insured by the Federal Deposit Insurance Company up to an aggregate of \$250,000, therefore the school maintains its bank account at a banking institution that is included as a Collateral Pool Participant, which provides collateral coverage for public funds deposits in excess of \$250,000.

Note 3 – Capital Assets

Capital asset activity was as follows:

	June 30, 2015	Additions	Disposals	June 30, 2016
Non-depreciable capital assets:				
Construction in process	\$ -	\$ 1,012,063	\$ -	\$ 1,012,063
Total non-depreciable capital assets, net	-	1,012,063	-	1,012,063
Depreciable capital assets:				
Leasehold improvements	2,231,697	173,085	-	2,404,782
Furniture and equipment	255,384	60,210	-	315,594
Total depreciable capital assets	2,487,081	233,295	-	2,720,376
Less accumulated depreciation:				
Leasehold improvements	(822,868)	(204,558)	-	(1,027,426)
Furniture and equipment	(160,046)	(35,425)	-	(195,471)
Total accumulated depreciation	(982,914)	(239,983)	-	(1,222,897)
Total depreciable capital assets, net	1,504,167	(6,688)	-	1,497,479
Total capital assets, net	\$ 1,504,167	\$ 1,005,375	\$ -	\$ 2,509,542

Depreciation expense was charged to:

Governmental Activities:	
Instructional	\$ 230,384
General and Administrative	9,599
Total depreciation expense - governmental activities	\$ 239,983

Note 4 – Operating Leases

The School leases office and instructional facilities under a lease agreement which will expire July 2020. Rent expenses under this lease totaled \$496,465 for the year ended June 30, 2016. The School also leases certain equipment which will expire between June 2018 and April 2020. Rent expense under these leases totaled \$12,883 for the year ended June 30, 2016.

Future minimum lease payments required under these leases for the years ending June 30 are as follows:

2017	\$ 536,586
2018	552,841
2019	556,780
2020	573,173
2021	47,685
	<u>\$ 2,267,065</u>

Note 5 – Note payable

The School has a \$265,287 note payable to a construction company payable in monthly installments of \$14,800 including interest at 4% per annum, maturing December 2017, collateralized by certain equipment. The School also has a \$760,000 short-term payable to bank that will be due January 1, 2017, which is currently being renegotiated into a construction loan and has yet to be finalized (see note 12).

	Beginning Balance	Increase	Decrease	Ending Balance	Due within One Year
Note payable transactions for the year	\$ 451,353	\$ 760,000	\$ (186,066)	\$ 1,025,287	\$ 940,000

Future minimum principal payments for the years ending June 30 are as follows:

2017	\$ 940,000
2018	<u>85,287</u>
	<u>\$1,025,287</u>

Note 6 – Commitments

On July 1, 2013, the School entered into an educational professional services agreement with Harmony Public School, a Texas-based non-profit organization, to provide management and consulting services, training and providing ongoing professional development to the School in all areas within the charter school system. The contract is a three year agreement which expired June 30, 2016. The School agreed to pay Harmony Public School an annual fee of \$15,000 per year. As of June 30, 2016, the contract has been extended an additional three years which will expire on June 30, 2019, with all of the above terms and annual fee remaining the same.

On December 31, 2014, the School entered into an educational professional services agreement with Teach for America, a Connecticut-based non-profit organization for recruiting, selecting, training and providing ongoing professional development to teachers within the charter school system. The School agrees to hire a minimum of five (5) teachers from the Teach for America program for the academic years ending 2016, 2017, and 2018. The School agrees to pay Teach for America an annual fee of \$5,000 for each year that teacher is employed. The School paid \$45,000 under this agreement for the year ended June 30, 2016.

Note 7 - Teacher Legacy Pension Plan**General Information about the Pension Plan**

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014, of Memphis School of Excellence are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by the School after June 30, 2014.

The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Legacy Pension Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or automatic cost controls set out by law. Teachers contribute 5 percent of salary. The School makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the School if the required employer contributions are not remitted. Employer contributions by Memphis School of Excellence for the year ended June 30, 2016, to the Teacher Legacy Pension Plan were \$91,917 which is 9.04 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2016, Memphis School of Excellence reported a liability of \$11,126 for its proportionate share of net pension liability. The net pension liability was measured as of June 30, 2015, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. Memphis School of Excellence's proportion of the net pension liability was based on Memphis School of Excellence's share of contributions to the pension plan relative to the contributions of all LEAs. At the measurement date of June 30, 2015, Memphis School of Excellence's proportion was 0.027161 percent. The proportion measured as of June 30, 2014 was 0.000000 percent.

Negative pension expense. For the year ended June 30, 2016, Memphis School of Excellence recognized negative pension expense of \$9,393.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2016, Memphis School of Excellence reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 8,929	\$ 173,181
Net difference between projected and actual earnings on pension plan investments	200,904	272,738
Changes in proportion of Net Pension Liability (Asset)	290,435	-
Memphis School of Excellence's contributions subsequent to the measurement date of June 30, 2015	43,893	-
Total	<u>\$ 544,161</u>	<u>\$ 445,919</u>

Memphis School of Excellence employer contributions of \$135,810, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:

2017	\$ (15,450)
2018	(15,450)
2019	(15,450)
2020	75,463
2021	25,237
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2015 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.5 percent

Mortality rates are customized based on the June 30, 2012, actuarial experience study and included some adjustment for expected future improvement in life expectancy. The actuarial assumptions used in the June 30, 2015, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term investments	0.00%	1%
		<u>100%</u>

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the

long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents Memphis School of Excellence's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.5 percent, as well as what Memphis School of Excellence's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
<hr/>		
\$ 758,545	\$ 11,126	\$ (607,649)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2016, Memphis School of Excellence reported a payable of \$43,599 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2016.

Note 8 – Non-Teacher Retirement Plan

General Information about the Pension Plan

Plan description. Employees of Memphis School of Excellence are provided a defined benefit pension plan through the Public Employee Retirement Plan, an agent multiple-employer pension plan administered by the TCRS. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. The chief legislative body may adopt the benefit terms permitted by statute. Members are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. Reduced benefits for early retirement are available at age 55 and vested. Members vest with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria.

Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Employees covered by benefit terms. At the measurement date of June 30, 2015, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefits	4,069
Inactive employees entitled to but not yet receiving benefits	6,771
Active employees	<u>4,268</u>
	<u>15,108</u>

Contributions. Contributions for employees are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Employees contribute 5 percent of salary. Memphis School of Excellence makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. For the year ended June 30, 2015, the Actuarially Determined Contribution (ADC) for Memphis School of Excellence was \$11,692 based on a rate of 9.27% percent of covered payroll. By law, employer contributions are required to be paid. The TCRS may intercept Memphis School of Excellence's state shared taxes if required employer contributions are not remitted. The employer's ADC and member contributions are expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Net Pension Liability (Asset)

The School's net pension liability (asset) was measured as of June 30, 2015, and the total pension liability used to calculate net pension liability (asset) was determined by an actuarial valuation as of that date.

Actuarial assumptions. The total pension liability in the June 30, 2015 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.5 percent

Mortality rates were based on actual experience from the June 30, 2012, actuarial experience study adjusted for some of the expected future improvement in life expectancy.

The actuarial assumptions used in the June 30, 2015, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent.

The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected	
	Real Rate of Return	Target Allocation
U.S. equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term investments	0.00%	1%
		<hr/> 100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the School will be made at the ADC rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Changes in the Net Pension Liability (Asset)

	Increase (Decrease)		
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (Asset) (a) - (b)
Balance at 6/30/14	\$ 261,347	\$ 284,956	\$ (23,609)
Changes for the year:			
Service cost	5,728	-	5,728
Interest	19,398	-	19,398
Differences between expected and actual experience	(412)	-	(412)
Contributions - employer	-	5,289	(5,289)
Contributions - employees	-	2,853	(2,853)
Net investment income	-	8,653	(8,653)
Other	-	-	-
Benefit payments, including refunds of employee contributions	(16,860)	(16,860)	-
Administrative expense	-	(77)	77
Net changes	7,854	(142)	7,996
Balance at 6/30/15	\$ 269,201	\$ 284,814	\$ (15,613)

Sensitivity of the net pension liability (asset) to changes in the discount rate. The following presents the net pension liability (asset) of the School calculated using the discount rate of 7.5 percent, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ 16,573	\$ (15,613)	\$ (42,536)

Negative Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Negative pension expense. For the year ended June 30, 2016, Memphis School of Excellence recognized negative pension expense of \$3,493.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2016, Memphis School of Excellence reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ -	\$ (330)
Net difference between projected and actual earnings on pension plan investments	9,911	7,197
Contributions subsequent to the measurement date of June 30, 2015	6,403	-
Total	<u>\$ 16,314</u>	<u>\$ 6,867</u>

The amount shown above for "Contributions subsequent to the measurement date of June 30, 2015," will be recognized as a reduction (increase) to net pension liability (asset) in the following measurement period.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2017	\$(4,802)
2018	(4,802)
2019	(4,802)
2020	(285)
2021	-
Thereafter	-

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Payable to the Pension Plan

At June 30, 2016, Memphis School of Excellence reported a payable of \$0 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2016.

Note 9 – Teacher Retirement Plan (After June 30, 2014)**General Information about the Pension Plan**

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014, of Memphis School of Excellence are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by LEAs after June 30, 2014. The Teacher Retirement Plan is a cost sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year.

The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLA, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The School makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except for in years when the maximum funded level, approved by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the School if the required employer contributions are not remitted. Employer contributions by Memphis School of Excellence for the year ended June 30, 2016, to the Teacher Retirement Plan were \$11,486 which is 4 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2016, Memphis School of Excellence reported an asset of \$5,560 for its proportionate share of net pension asset. The net pension asset was measured as of June 30, 2015, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. Memphis School of Excellence's proportion of the net pension asset was based on Memphis School of Excellence's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2015, Memphis School of Excellence's proportion was 0.138209 percent.

Pension expense. For the year ended June 30, 2016, Memphis School of Excellence recognized pension expense of \$7,287.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2016, Memphis School of Excellence reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ -	\$ (1,810)
Net difference between projected and actual earnings on pension plan investments	449	-
Memphis School of Excellence's contributions subsequent to the measurement date of June 30, 2015	(7,164)	-
Total	<u>\$ (6,715)</u>	<u>\$ (1,810)</u>

Memphis School of Excellence's employer contributions of \$4,322, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase of net pension liability (assets) in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2017	\$ (38)
2018	(38)
2019	(38)
2020	(38)
2021	(151)
Thereafter	(1,056)

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2015 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.5 percent

Mortality rates are customized based on the June 30, 2012, actuarial experience study and included some adjustment for expected future improvement in life expectancy. The actuarial assumptions used in the June 30, 2015, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term investments	0.00%	1%
		<u>100%</u>

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members.

Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents Memphis School of Excellence's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.5 percent, as well as what Memphis School of Excellence's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ 986	\$ (5,560)	\$ (10,361)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2016, Memphis School of Excellence reported a payable of \$7,106 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2016.

Note 10 – Reconciliation of Net Pension Assets and Liabilities at June 30, 2016

	Net Pension Asset (Liability)	Asset Deferred Outflows of Resources	Liability Deferred Inflows of Resources
Beginning balance July 1, 2015	\$ 35,160	\$228,620	\$(504,662)
Teacher Legacy Pension Plan	(11,126)	544,161	(445,919)
Non-Teacher Retirement Plan	(7,996)	16,314	6,867
Teacher Retirement Plan (After June 30, 2014)	5,560	(6,715)	(1,810)
Total assets and liabilities	\$ 21,598	\$782,380	\$(945,524)

Note 11 – Risk Management

The School is exposed to the normal risks of loss related to torts; theft or damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage in the past three years.

Note 12 – Subsequent Events

As of December 8, 2016, the School is still negotiating a construction loan with a bank that would incorporate the \$760,000 short-term debt that will become due January 1, 2017. The total amount of the loan would be approximately \$2,000,000. The School is also in the final stages with an architecture firm to renovate the newly purchased elementary school building for approximately \$1,500,000.

Required Supplemental Schedules

**Schedule of Memphis School of Excellence's Proportionate Share of the Net Pension Asset
Teacher Legacy Pension Plan of TCRS**

	<u>2016</u>
Memphis School of Excellence's proportion of the net pension liability (asset)	0.271610%
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ 11,126
Memphis School of Excellence's covered payroll	\$ 1,016,779
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	1.094257%
Plan fiduciary net position as a percentage of the total pension liability	99.81%

*The amounts presented were determined as of June 30 of the prior fiscal year.

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future years until 10 years of information is available.

**Schedule of Memphis School of Excellence's Contributions
Teacher Legacy Pension Plan of TCRS**

	2015	2016
Contractually required	\$ 91,917	\$ 135,810
Contribution in relation to the contractually required contribution	91,917	135,810
Contribution deficiency (excess)	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$1,016,779	\$1,502,323
Contributions as a percentage of Memphis School of Excellence's covered payroll	9.04%	9.04%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future years until 10 years of information is available.

**Schedule of Changes in Net Pension Liability (Asset) and Related Ratios Based on Participation in
the Public Employee Pension Plan of TCRS – Non Teacher**

	2015
Total pension liability	
Service cost	\$ 5,728
Interest	19,398
Changes in benefit terms	-
Differences between actual & expected experience	(412)
Change of assumptions	-
Benefit payments, including refunds of employee contributions	<u>(16,860)</u>
Net change in total pension liability	7,854
Total pension liability - beginning	<u>261,347</u>
Total pension liability - ending (a)	<u><u>\$269,201</u></u>
 Plan fiduciary net position	
Contributions - employer	\$ 5,289
Contributions - employee	2,853
Net investment income	8,653
Benefit payments, including refunds of employee contributions	(16,860)
Administrative expense	<u>(77)</u>
Net change in plan fiduciary net position	(142)
Plan fiduciary net position - beginning	<u>284,956</u>
Plan fiduciary net position - ending (b)	<u><u>\$284,814</u></u>
 Net Pension Liability (Asset) - ending (a) - (b)	<u><u>\$ (15,613)</u></u>
 Plan fiduciary net position as a percentage of total pension liability	105.80%
 Covered payroll	\$ 53,898
 Net pension liability (asset) as a percentage of covered-employee payroll	28.97%

This is a 10-year schedule; however, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**Schedule of Contributions Based on Participation in the Public Employee Pension Plan of TCRS –
Non Teacher**

	2015	2016
Contractually required contribution	\$ 4,038	\$ 11,692
Contributions in relation to the contractually required contribution	<u>4,038</u>	<u>11,692</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	\$ 43,560	\$ 126,127
Contributions as a percentage of covered payroll	9.27%	9.27%

This is a 10-year schedule; however, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

Schedule of Contributions – Teacher Retirement Plan of TCRS

	2015	2016
Contractually required	\$ 287	\$ 4,322
Contribution in relation to the contractually required contribution	11,486	4,322
Contribution deficiency (excess)	\$ (11,199)	\$ -
Memphis School of Excellence's covered payroll	\$ 287,166	\$ 108,050
Contributions as a percentage of Memphis School of Excellence's covered payroll	4.00%	4.00%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will added to this schedule in future fiscal years until 10 years of information is available

Supplemental Schedules

Schedule of Expenditures of Federal Awards and State Financial Assistance

For the Year Ended June 30, 2016

Federal Grantor / Program Title / Pass-through Grantor	Contract Number	Federal CFDA Number	(Receivable) Payable Balance at June 30, 2015	Receipts	Disbursements or Expenditures	(Receivable) Payable Balance at June 30, 2016
<u>Federal Awards</u>						
U.S. Department of Education / Board of Education of the Shelby County Schools / Title I Reimbursement	-	84.010	\$ (18,167)	\$ 174,439	\$ (192,428)	\$ (36,156)
Total Federal Awards			(18,167)	174,439	(192,428)	(36,156)
<u>State Financial Assistance</u>						
Tennessee Department of Education / Board of Education of the Shelby County Schools / ADA Per-Pupil Funding Allocation	-	n/a	-	3,480,342	(3,480,342)	-
Capital Outlay Funding	-	n/a	-	185,000	(185,000)	-
Total State Financial Assistance			-	3,665,342	(3,665,342)	-
Total Federal Awards and State Financial Assistance			\$ (18,167)	\$ 3,839,781	\$ (3,857,770)	\$ (36,156)

NOTE 1 - BASIS OF PRESENTATION

The Schedule of Expenditures of Federal Awards and State Financial Assistance includes the federal and state grant activity of Memphis School of Excellence and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the State of Tennessee Department of Audit, Audit Manual. Therefore, some amounts presented in the schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Non-Financial Information

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Directors
Memphis School of Excellence
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of Memphis School of Excellence as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated December 8, 2016.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Memphis School of Excellence's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Memphis School of Excellence's internal control. Accordingly, we do not express an opinion on the effectiveness of Memphis School of Excellence's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

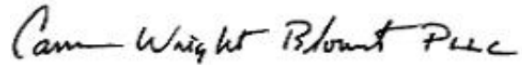
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Memphis School of Excellence's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

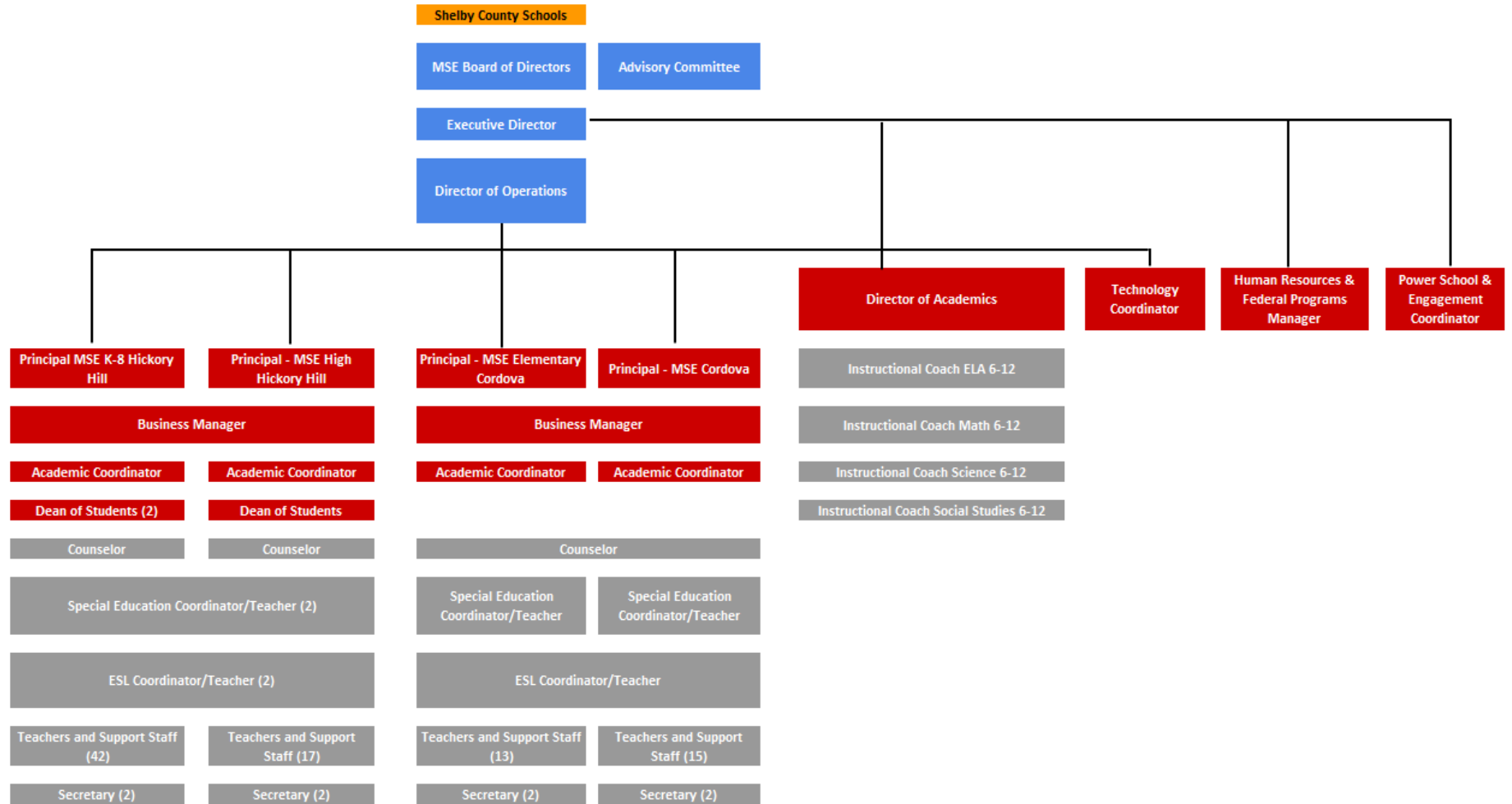
A handwritten signature in black ink that reads "Cam Wright Blount PLLC". The signature is written in a cursive, flowing style.

Memphis, Tennessee
December 8, 2016

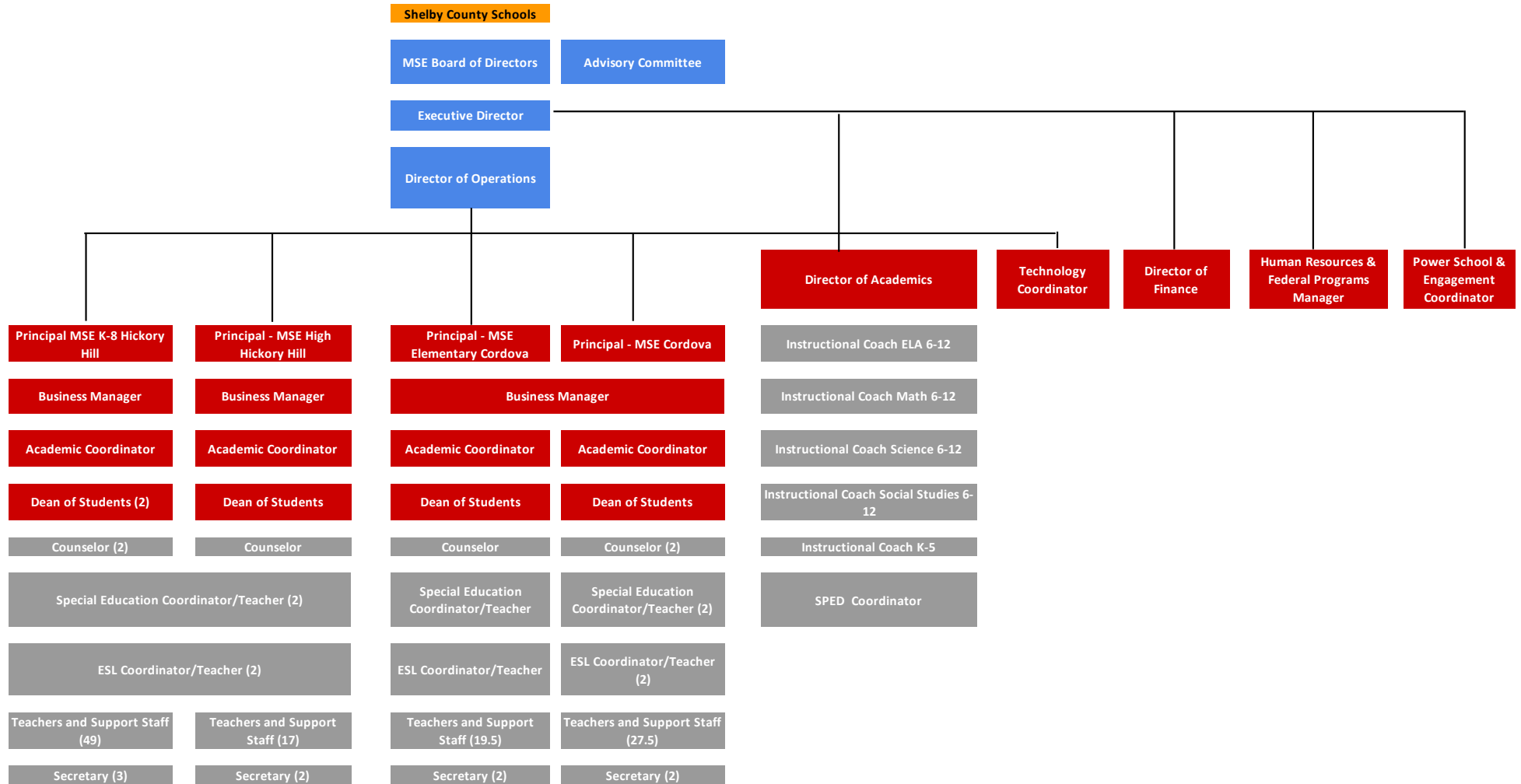
No matters were reported as findings and/or responses for the fiscal year ended June 30, 2016.

No matters were reported as findings and/or responses for the fiscal year ended June 30, 2015.

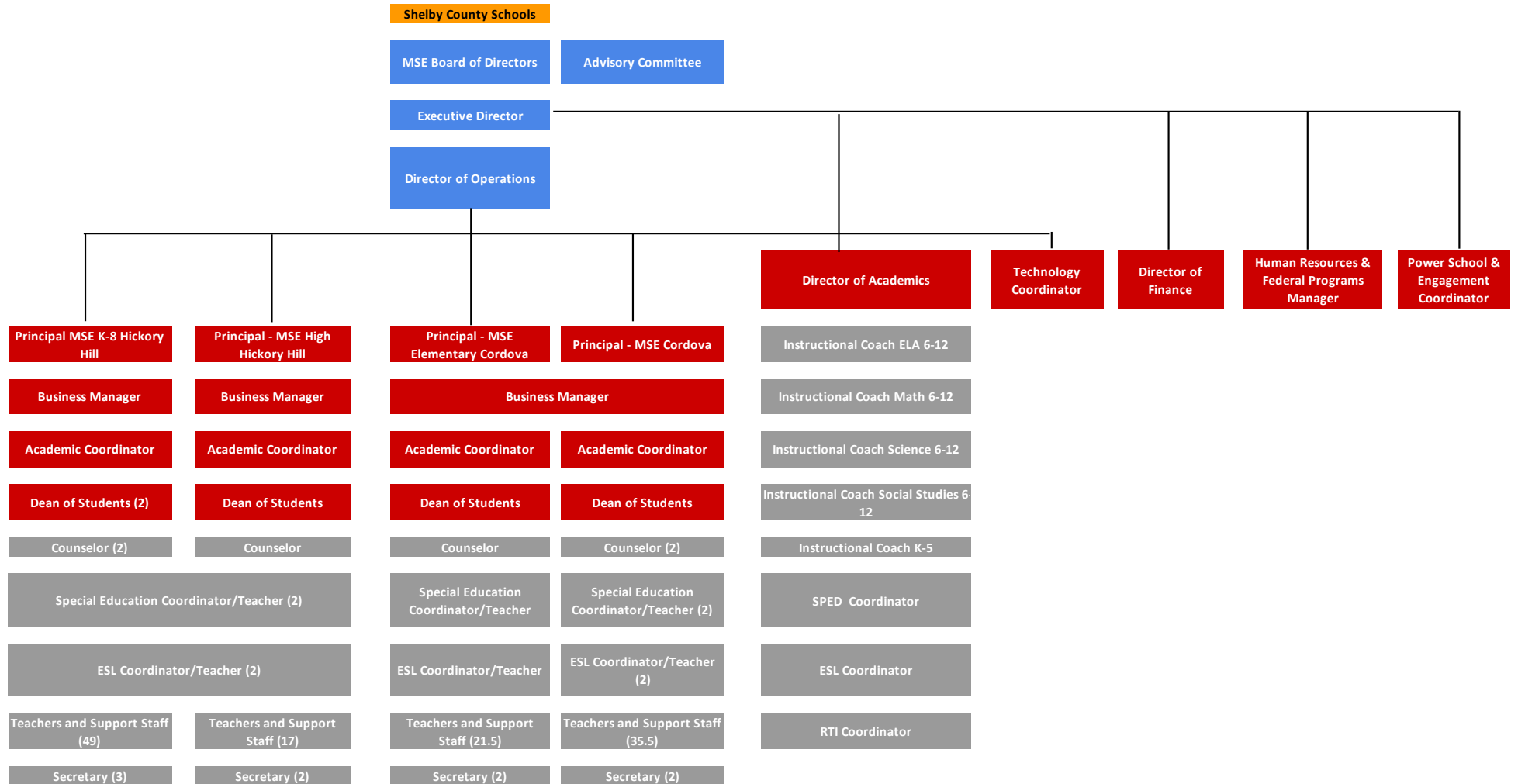
Year One Staffing Chart 2020-2021



Year Three Staffing Chart 2022-2023



Year Five Staffing Chart 2024-2025



Attachment O

Budget Narrative for Memphis School of Excellence Elementary Cordova

The budget for Memphis School of Excellence Elementary Cordova has been carefully developed to ensure the fiscal stability of the school, as well as ensure students have access to excellent teachers, support services, curricular materials, and other elements that will ensure their success. The budget reflects leadership's experience in operating schools in Tennessee and is based on both historical data and the elements necessary to run the school.

Student Enrollment

Memphis School of Excellence Elementary Cordova will begin with 190 students in grades K-5, and grow to 310 students at capacity. Enrollment growth is detailed in the table below.

**Memphis School of Excellence Elementary Cordova
Enrollment Summary**

Memphis School of Excellence Elementary Cordova	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Kindergarten		45	40	40	40	40
1st Grade		45	40	40	40	40
2nd Grade		25	40	40	40	40
3rd Grade		25	40	40	40	40
4th Grade		25	50	50	75	75
5th Grade		25	50	75	75	75
Total Enrollment		190	260	285	310	310

Revenue

The primary source of revenue for Memphis School of Excellence Elementary Cordova will be from the Basic Education Program (BEP). The school has used the current BEP funding levels in 2018-2019 (\$9,000 per student) and assumed 1.5% growth year over year to conservatively project budget revenues for its first operational year (2020-2021) and expects to receive approximately \$9,272 per student -- which includes the transportation allocation. Additionally, MSE Elementary Cordova has budgeted to receive BEP capital funds in the amount of \$485 per student per year (based on historical funding levels) and Federal Title I funds of \$400 per student per year. We have assumed a 1.5% increase year over year for BEP funds and no increases in Title I funding.

While MSE Elementary Cordova will apply for startup funds from the Charter School Planning grant program from the TN Department of Education as well as startup funding from the Walton Family Foundation, we recognize these funds are a part of competitive grant processes and are not guaranteed. As such, the school has not included these amounts in its budget. Additionally, the school will pursue philanthropic funds – as needed – to close any budget shortfalls.

Expenses

Salaries and Benefits

Memphis School of Excellence Elementary Cordova has included the following positions for the planning year and its first five years of operation (see Staffing Chart table below).

**Memphis School of Excellence Elementary Cordova
Staffing and Salaries Chart**

Memphis School of Excellence Elementary Cordova		Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
	Starting Annual Salary	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Principal	\$85,000.00	0.5	1	1	1	1	1
Academic Coordinator	\$60,000.00		1	1	1	1	1
Dean of Students	\$60,000.00			1	1	1	1
Business Manager	\$60,000.00		0.5	0.5	0.5	0.5	0.5
Guidance Counselor	\$55,000.00		0.5	1	1	1	1
Secretary	\$30,000.00	0.5	2	2	2	2	2
Total Administrators		1	5	6.5	6.5	6.5	6.5
Classroom Teachers							
Kindergarten teachers	\$47,500.00		2	2	2	2	2
1st grade teachers	\$47,500.00		2	2	2	2	2
2nd grade teachers	\$47,500.00		1	2	2	2	2
3rd grade teachers	\$47,500.00		1	2	2	2	2
4th grade teachers	\$47,500.00		1	2	3	3	3
5th grade teachers	\$47,500.00		1	2	3	3	3
Total Classroom Teachers		0	8	12	14	14	14
Other Teachers							
Teacher Aides	\$25,000.00		1	1	1	2	2
PE	\$47,500.00		1	1	1	1	1
Art	\$47,500.00		0.5	0.5	1	1	1
Music	\$47,500.00		0.5	0.5	0.5	0.5	0.5
Computer	\$47,500.00		1	1	1	1	1
Interventionist/RTI	\$47,500.00		1	1	1	1	1
ESL Coordinator/Teacher	\$47,500.00		0.5	1	1	1	1
SPED Coordinator/Teacher	\$50,000.00		1	1	1	2	2
Total Other Teachers		0	6.5	7	7.5	9.5	9.5
Total FTEs		1	19.5	25.5	28	30	30

A 1.5% annual increase has been budgeted for salaries.

Benefits include standard employer payroll taxes, such as FICA and Medicare; \$250 per employee per year for unemployment insurance; and employer contributions to the Tennessee Consolidated Retirement System (TCRS) at an average of 9% of salaries. Health insurance per employee is based on costs incurred in the past by MSE and is budgeted at \$5,400 per employee per year. Additional benefits include life insurance (budgeted at \$96 per employee per year) and workers' comp (budgeted at \$60 per employee per year).

Programmatic and Operating Expenses

The table below outlines assumptions for the programmatic and operating expenses of MSE Elementary Cordova.

Contracted Services	
Substitute Teachers	Assumes 5 days per teacher for needed substitutes (at \$130 per day).
Nurse Service Well Child	\$5,400 per year (based on historical costs).
Cleaning /Janitorial Services	\$40,000 per year (based on historical costs).
Trash Removal Services	\$6,000 per year (based on historical costs).
Transportation	Assumes one bus route is shared with MSE Cordova in year one (\$30,000 per school and \$60,000 total); 1 bus route at \$60,000 per year in years 2 and 3; and 2 bus routes at \$120,000 per year in years 4 and 5.
SCS Administrative Services	3% of BEP or \$35,000 cap.
TFA	\$5,000 fee per corp member. Assumes MSE Elementary Cordova will have 3 corps members in year 1, 5 in year 2, 7 in year 3, 8 in year 4, and 8 in year 5.
Database Fee	\$5,000 per year for the licensing of an assessment/data management software.
Phone/Internet Fees	\$6,000 per year (based on historical costs).
Professional Development	\$500 per full-time staff member (professional development fees and travel).
Contracted Services - SPED	\$15,000 per year for contracted services with licensed providers.
Supplies & Materials	
Computers (classrooms/labs)	\$20,000 during the planning year for the purchase of laptops for faculty and staff. \$15,000 per year is budgeted for each year thereafter for replacement costs and purchases of computers for computer labs. Should MSE secure funding from the CSP grant, it would consider additional purchases of chromebooks (or other similar student computers) for instructional purposes.
Curricular Materials (Textbooks, software)	\$20,000 during the planning year for the purchase of curricular materials and supplies (including software). \$10,000 per year is budgeted for each year thereafter for replacement costs and/or additional curricular materials purchases.
Office Supplies/Copy Paper	\$10,000 per year (includes office supplies and copy paper). Based on historical costs.

Testing/Evaluation	\$5,000 per year (includes interim assessments and state assessments) for years 1-2; \$10,000 per year for years 3-5. Based on historical costs.
Copier	\$6,000 per year (based on historical costs).
Janitorial/Cleaning Supplies	\$8,000 per year (based on historical costs).
School Furniture	\$50,000 during the planning year and \$25,000 in year one for initial furniture purchases. \$15,000 per year is budgeted for each year thereafter for replacement costs. MSE anticipates that there will already be some furniture available in the facility it is seeking to purchase (described below).
Security Equipment (i.e. cameras and related equipment)	\$15,000 during the planning year for the purchase of equipment. \$5,000 per year is budgeted for each year thereafter for replacement costs.
Facility Related Expenses	
Rent/Debt Service	Memphis School of Excellence has entered into a purchase agreement for the Harding Academy Cordova campus, and is projecting to secure a loan of approximately \$6M. The budget assumes MSE Elementary Cordova would share debt service costs with MSE Cordova. Assumptions include a \$6M loan with a 20-year amortization schedule at 5% interest.
Utilities	\$4,000 per month or \$48,000 per year for the MSE Elementary Cordova building.
Facilities Maintenance	\$12,000 per year for routine maintenance repairs.
Security Services	\$3,000 per year (based on historical costs).
Advertisement	\$10,000 per year for student recruitment and advertising. Based on historical costs.
Insurance	\$15,000 per year (based on historical costs).

Costs for accounting, audit, and legal services will be incurred at the network office.

Special Education Services

MSE Elementary Cordova will have a special education coordinator/teacher on staff in years 1-3 and will add a second special education teacher in year 4. In addition, MSE has budgeted \$15,000 per year to contract for additional services as needed (i.e. speech therapy, behavioral services). All other special education services will be delivered internally at the school or through the use of Shelby County Schools professionals.

Facilities

As mentioned in the assumptions above, Memphis School of Excellence has entered into a purchase agreement for the Harding Academy Cordova campus, which would provide a long-term home for MSE Elementary Cordova. The school would co-locate on the campus with MSE Cordova.

The Cordova campus has two buildings on the property, totaling 90,000 square feet: an elementary building, comprised of approximately 35,000 square feet, and a middle/high building, comprised of approximately 55,000 square feet. MSE is in conversations with local banks to secure financing for the property, which will require up to \$6M to purchase and prepare for opening. MSE Elementary will share debt services costs with MSE Cordova and has included debt service costs in its budget. Please see the summary table below for debt service cost assumptions.

Loan Amount	\$6,000,000	
Amortization Period	20 years	
Interest Rate	5%	
Monthly Payment	\$39,597	
Annual Payment	\$475,168 (split between MSE Elementary Cordova and MSE Cordova by student enrollment).	
Annual Shared Debt Service Payments	MSE Elementary Cordova	MSE Cordova
Planning Year (2019-2020) Interest Only	\$60,000	\$90,000
Year 1 (2020-2021)	\$217,547	\$257,621
Year 2 (2021-2022)	\$220,614	\$254,554
Year 3 (2022-2023)	\$205,186	\$269,982
Year 4 (2023-2024)	\$193,819	\$281,350
Year 5 (2024-2025)	\$187,646	\$287,522

Should MSE Elementary Cordova not be able to secure the Harding Academy Cordova Campus, it will pursue other facilities options in the Cordova area, including an option to lease space or the purchase and renovation of a facility. MSE believes, though, that the costs included in the table above (which contemplates financing \$6M) will be adequate to address other facility scenarios it might face.

Network Fees

As part of the MSE network of schools, MSE Elementary Cordova will share in the costs of the network office, based on the school's percentage of the network's total student enrollment.

The table below summarizes these costs for MSE Elementary Cordova over its first five years of operation.

	MSE Total Enrollment Across Network	MSE Elementary Cordova Enrollment	MSE Elementary Cordova Enrollment as % to Total Enrollment	Network Office Costs	MSE Elementary Cordova Share of Network Office Costs
Year 1 (2020-2021)	1,272	190	14.9%	\$1,073,816	\$160,397
Year 2 (2021-2022)	1,445	260	18.0%	\$1,243,795	\$223,797
Year 3 (2022-2023)	1,545	285	18.4%	\$1,333,433	\$245,973
Year 4 (2023-2024)	1,645	310	18.8%	\$1,505,064	\$283,629
Year 5 (2024-2025)	1,670	310	18.6%	\$1,517,312	\$281,657

The table on the following page summarizes revenues and expenses for Memphis School of Excellence Elementary Cordova during the planning year and its first five years of operation.

**Memphis School of Excellence Elementary Cordova
Budget Summary**

	Planning Year 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
REVENUE						
Basic Education Program	\$0	\$1,853,884	\$2,573,055	\$2,860,698	\$3,156,056	\$3,201,141
PreK Funding	\$0	\$0	\$0	\$0	\$0	\$0
Title I	\$0	\$76,000	\$104,000	\$114,000	\$124,000	\$124,000
TOTAL REVENUE	\$0	\$1,929,884	\$2,677,055	\$2,974,698	\$3,280,056	\$3,325,141
EXPENSES						
Salaries	\$60,000	\$931,250	\$1,250,988	\$1,392,092	\$1,491,399	\$1,513,770
Benefits	\$17,396	\$267,295	\$356,342	\$394,351	\$422,498	\$426,223
Contracted Services	\$0	\$176,575	\$222,500	\$235,375	\$302,675	\$302,675
Supplies & Materials	\$105,000	\$84,000	\$74,000	\$79,000	\$79,000	\$79,000
Facility Related Expenses	\$72,000	\$280,547	\$283,614	\$268,186	\$256,819	\$250,646
Other Charges	\$0	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Network Fee	\$0	\$160,397	\$223,797	\$245,973	\$283,629	\$281,657
TOTAL EXPENSES	\$254,396	\$1,925,064	\$2,436,241	\$2,639,977	\$2,861,019	\$2,878,970
NET INCOME	(\$254,396)	\$4,820	\$240,815	\$334,721	\$419,036	\$446,171

MSE recognizes that the Elementary Cordova campus will have an operating deficit in the planning year (due to initial startup costs and not receiving BEP funding until year one). Because MSE has a strong balance sheet (approximately \$1.5M in cash is projected to be on the balance sheet at the end of the 2018-2019 fiscal year, and the organization will have operating surpluses at its current charter schools), MSE, as an organization, will be financially strong.

In addition, MSE will be applying for startup funds from the TN Department of Education as well as startup funds from the Walton Family Foundation, which, if awarded, would significantly decrease deficits from initial school startup expenses.

Attachment P

Please see Attachment O and Attachment Q for detailed revenue and expense assumptions for MSE Elementary Cordova as well as the Network back-office.

These assumptions are also included below.

Student Enrollment

Memphis School of Excellence Elementary Cordova will begin with 190 students in grades K-5, and grow to 310 students at capacity. Enrollment growth is detailed in the table below.

**Memphis School of Excellence Elementary Cordova
Enrollment Summary**

Memphis School of Excellence Elementary Cordova	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Kindergarten		45	40	40	40	40
1st Grade		45	40	40	40	40
2nd Grade		25	40	40	40	40
3rd Grade		25	40	40	40	40
4th Grade		25	50	50	75	75
5th Grade		25	50	75	75	75
Total Enrollment		190	260	285	310	310

Revenue

The primary source of revenue for Memphis School of Excellence Elementary Cordova will be from the Basic Education Program (BEP). The school has used the current BEP funding levels in 2018-2019 (\$9,000 per student) and assumed 1.5% growth year over year to conservatively project budget revenues for its first operational year (2020-2021) and expects to receive approximately \$9,272 per student -- which includes the transportation allocation. Additionally, MSE Elementary Cordova has budgeted to receive BEP capital funds in the amount of \$485 per student per year (based on historical funding levels) and Federal Title I funds of \$400 per student per year. We have assumed a 1.5% increase year over year for BEP funds and no increases in Title I funding.

While MSE Elementary Cordova will apply for startup funds from the Charter School Planning grant program from the TN Department of Education as well as startup funding from the Walton Family Foundation, we recognize these funds are a part of competitive grant processes and are not guaranteed. As such, the school has not included these amounts in its budget. Additionally, the school will pursue philanthropic funds – as needed – to close any budget shortfalls.

Expenses

Salaries and Benefits

Memphis School of Excellence Elementary Cordova has included the following positions for the planning year and its first five years of operation (see Staffing Chart table below).

**Memphis School of Excellence Elementary Cordova
Staffing and Salaries Chart**

Memphis School of Excellence Elementary Cordova		Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
	Starting Annual Salary	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Principal	\$85,000.00	0.5	1	1	1	1	1
Academic Coordinator	\$60,000.00		1	1	1	1	1
Dean of Students	\$60,000.00			1	1	1	1
Business Manager	\$60,000.00		0.5	0.5	0.5	0.5	0.5
Guidance Counselor	\$55,000.00		0.5	1	1	1	1
Secretary	\$30,000.00	0.5	2	2	2	2	2
Total Administrators		1	5	6.5	6.5	6.5	6.5
Classroom Teachers							
Kindergarten teachers	\$47,500.00		2	2	2	2	2
1st grade teachers	\$47,500.00		2	2	2	2	2
2nd grade teachers	\$47,500.00		1	2	2	2	2
3rd grade teachers	\$47,500.00		1	2	2	2	2
4th grade teachers	\$47,500.00		1	2	3	3	3
5th grade teachers	\$47,500.00		1	2	3	3	3
Total Classroom Teachers		0	8	12	14	14	14
Other Teachers							
Teacher Aides	\$25,000.00		1	1	1	2	2
PE	\$47,500.00		1	1	1	1	1
Art	\$47,500.00		0.5	0.5	1	1	1
Music	\$47,500.00		0.5	0.5	0.5	0.5	0.5
Computer	\$47,500.00		1	1	1	1	1
Interventionist/RTI	\$47,500.00		1	1	1	1	1
ESL Coordinator/Teacher	\$47,500.00		0.5	1	1	1	1
SPED Coordinator/Teacher	\$50,000.00		1	1	1	2	2
Total Other Teachers		0	6.5	7	7.5	9.5	9.5
Total FTEs		1	19.5	25.5	28	30	30

A 1.5% annual increase has been budgeted for salaries.

Benefits include standard employer payroll taxes, such as FICA and Medicare; \$250 per employee per year for unemployment insurance; and employer contributions to the Tennessee Consolidated Retirement System (TCRS) at an average of 9% of salaries. Health insurance per employee is based on costs incurred in the past by MSE and is budgeted at \$5,400 per employee per year. Additional benefits include life insurance (budgeted at \$96 per employee per year) and workers' comp (budgeted at \$60 per employee per year).

Programmatic and Operating Expenses

The table below outlines assumptions for the programmatic and operating expenses of MSE Elementary Cordova.

Contracted Services	
Substitute Teachers	Assumes 5 days per teacher for needed substitutes (at \$130 per day).
Nurse Service Well Child	\$5,400 per year (based on historical costs).
Cleaning /Janitorial Services	\$40,000 per year (based on historical costs).
Trash Removal Services	\$6,000 per year (based on historical costs).
Transportation	Assumes one bus route is shared with MSE Cordova in year one (\$30,000 per school and \$60,000 total); 1 bus route at \$60,000 per year in years 2 and 3; and 2 bus routes at \$120,000 per year in years 4 and 5.
SCS Administrative Services	3% of BEP or \$35,000 cap.
TFA	\$5,000 fee per corp member. Assumes MSE Elementary Cordova will have 3 corps members in year 1, 5 in year 2, 7 in year 3, 8 in year 4, and 8 in year 5.
Database Fee	\$5,000 per year for the licensing of an assessment/data management software.
Phone/Internet Fees	\$6,000 per year (based on historical costs).
Professional Development	\$500 per full-time staff member (professional development fees and travel).
Contracted Services - SPED	\$15,000 per year for contracted services with licensed providers.
Supplies & Materials	
Computers (classrooms/labs)	\$20,000 during the planning year for the purchase of laptops for faculty and staff. \$15,000 per year is budgeted for each year thereafter for replacement costs and purchases of computers for computer labs. Should MSE secure funding from the CSP grant, it would consider additional purchases of chromebooks (or other similar student computers) for instructional purposes.
Curricular Materials (Textbooks, software)	\$20,000 during the planning year for the purchase of curricular materials and supplies (including software). \$10,000 per year is budgeted for each year thereafter for replacement costs and/or additional curricular materials purchases.
Office Supplies/Copy Paper	\$10,000 per year (includes office supplies and copy paper). Based on historical costs.

Testing/Evaluation	\$5,000 per year (includes interim assessments and state assessments) for years 1-2; \$10,000 per year for years 3-5. Based on historical costs.
Copier	\$6,000 per year (based on historical costs).
Janitorial/Cleaning Supplies	\$8,000 per year (based on historical costs).
School Furniture	\$50,000 during the planning year and \$25,000 in year one for initial furniture purchases. \$15,000 per year is budgeted for each year thereafter for replacement costs. MSE anticipates that there will already be some furniture available in the facility it is seeking to purchase (described below).
Security Equipment (i.e. cameras and related equipment)	\$15,000 during the planning year for the purchase of equipment. \$5,000 per year is budgeted for each year thereafter for replacement costs.
Facility Related Expenses	
Rent/Debt Service	Memphis School of Excellence has entered into a purchase agreement for the Harding Academy Cordova campus, and is projecting to secure a loan of approximately \$6M. The budget assumes MSE Elementary Cordova would share debt service costs with MSE Cordova. Assumptions include a \$6M loan with a 20-year amortization schedule at 5% interest.
Utilities	\$4,000 per month or \$48,000 per year for the MSE Elementary Cordova building.
Facilities Maintenance	\$12,000 per year for routine maintenance repairs.
Security Services	\$3,000 per year (based on historical costs).
Advertisement	\$10,000 per year for student recruitment and advertising. Based on historical costs.
Insurance	\$15,000 per year (based on historical costs).

Costs for accounting, audit, and legal services will be incurred at the network office.

Special Education Services

MSE Elementary Cordova will have a special education coordinator/teacher on staff in years 1-3 and will add a second special education teacher in year 4. In addition, MSE has budgeted \$15,000 per year to contract for additional services as needed (i.e. speech therapy, behavioral services). All other special education services will be delivered internally at the school or through the use of Shelby County Schools professionals.

Facilities

As mentioned in the assumptions above, Memphis School of Excellence has entered into a purchase agreement for the Harding Academy Cordova campus, which would provide a long-term home for MSE Elementary Cordova. The school would co-locate on the campus with MSE Cordova.

The Cordova campus has two buildings on the property, totaling 90,000 square feet: an elementary building, comprised of approximately 35,000 square feet, and a middle/high building, comprised of approximately 55,000 square feet. MSE is in conversations with local banks to secure financing for the property, which will require up to \$6M to purchase and prepare for opening. MSE Elementary will share debt services costs with MSE Cordova and has included debt service costs in its budget. Please see the summary table below for debt service cost assumptions.

Loan Amount	\$6,000,000	
Amortization Period	20 years	
Interest Rate	5%	
Monthly Payment	\$39,597	
Annual Payment	\$475,168 (split between MSE Elementary Cordova and MSE Cordova by student enrollment).	
Annual Shared Debt Service Payments	MSE Elementary Cordova	MSE Cordova
Planning Year (2019-2020) Interest Only	\$60,000	\$90,000
Year 1 (2020-2021)	\$217,547	\$257,621
Year 2 (2021-2022)	\$220,614	\$254,554
Year 3 (2022-2023)	\$205,186	\$269,982
Year 4 (2023-2024)	\$193,819	\$281,350
Year 5 (2024-2025)	\$187,646	\$287,522

Should MSE Elementary Cordova not be able to secure the Harding Academy Cordova Campus, it will pursue other facilities options in the Cordova area, including an option to lease space or the purchase and renovation of a facility. MSE believes, though, that the costs included in the table above (which contemplates financing \$6M) will be adequate to address other facility scenarios it might face.

Network Fees

As part of the MSE network of schools, MSE Elementary Cordova will share in the costs of the network office, based on the school's percentage of the network's total student enrollment.

The table below summarizes these costs for MSE Elementary Cordova over its first five years of operation.

	MSE Total Enrollment Across Network	MSE Elementary Cordova Enrollment	MSE Elementary Cordova Enrollment as % to Total Enrollment	Network Office Costs	MSE Elementary Cordova Share of Network Office Costs
Year 1 (2020-2021)	1,272	190	14.9%	\$1,073,816	\$160,397
Year 2 (2021-2022)	1,445	260	18.0%	\$1,243,795	\$223,797
Year 3 (2022-2023)	1,545	285	18.4%	\$1,333,433	\$245,973
Year 4 (2023-2024)	1,645	310	18.8%	\$1,505,064	\$283,629
Year 5 (2024-2025)	1,670	310	18.6%	\$1,517,312	\$281,657

The table on the following page summarizes revenues and expenses for Memphis School of Excellence Elementary Cordova during the planning year and its first five years of operation.

**Memphis School of Excellence Elementary Cordova
Budget Summary**

	Planning Year 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
REVENUE						
Basic Education Program	\$0	\$1,853,884	\$2,573,055	\$2,860,698	\$3,156,056	\$3,201,141
PreK Funding	\$0	\$0	\$0	\$0	\$0	\$0
Title I	\$0	\$76,000	\$104,000	\$114,000	\$124,000	\$124,000
TOTAL REVENUE	\$0	\$1,929,884	\$2,677,055	\$2,974,698	\$3,280,056	\$3,325,141
EXPENSES						
Salaries	\$60,000	\$931,250	\$1,250,988	\$1,392,092	\$1,491,399	\$1,513,770
Benefits	\$17,396	\$267,295	\$356,342	\$394,351	\$422,498	\$426,223
Contracted Services	\$0	\$176,575	\$222,500	\$235,375	\$302,675	\$302,675
Supplies & Materials	\$105,000	\$84,000	\$74,000	\$79,000	\$79,000	\$79,000
Facility Related Expenses	\$72,000	\$280,547	\$283,614	\$268,186	\$256,819	\$250,646
Other Charges	\$0	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Network Fee	\$0	\$160,397	\$223,797	\$245,973	\$283,629	\$281,657
TOTAL EXPENSES	\$254,396	\$1,925,064	\$2,436,241	\$2,639,977	\$2,861,019	\$2,878,970
NET INCOME	(\$254,396)	\$4,820	\$240,815	\$334,721	\$419,036	\$446,171

MSE recognizes that the Elementary Cordova campus will have an operating deficit in the planning year (due to initial startup costs and not receiving BEP funding until year one). Because MSE has a strong balance sheet (approximately \$1.5M in cash is projected to be on the balance sheet at the end of the 2018-2019 fiscal year, and the organization will have operating surpluses at its current charter schools), MSE, as an organization, will be financially strong.

In addition, MSE will be applying for startup funds from the TN Department of Education as well as startup funds from the Walton Family Foundation, which, if awarded, would significantly decrease deficits from initial school startup expenses.

	Pre-Opening Year 2019-2020	Year 1 2020- 2021	Year 2 2021- 2022	Year 3 2022- 2023	Year 4 2023- 2024	Year 5 2024- 2025
Student Enrollment						
K	0	45	40	40	40	40
1st	0	45	40	40	40	40
2nd	0	25	40	40	40	40
3rd	0	25	40	40	40	40
4th	0	25	50	50	75	75
5th	0	25	50	75	75	75
Total	0	190	260	285	310	310

% SPED		10.00%	10.00%	10.00%	10.00%	10.00%
Number of SPED Students		19.00	26.00	29.00	31.00	31.00
% ELL		5.00%	5.00%	5.00%	5.00%	5.00%
Number of ELL Students		10.00	13.00	14.00	16.00	16.00

Staffing						
Instructional	0.0	14.5	19.0	21.5	23.5	23.5
Non-Instructional	1.0	5.0	6.5	6.5	6.5	6.5
Total	1.0	19.5	25.5	28.0	30.0	30.0

	Pre-Opening Year 2019-2020	Year 1 2020- 2021	Year 2 2021- 2022	Year 3 2022- 2023	Year 4 2023- 2024	Year 5 2024- 2025
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Grant Code	REVENUE					
Basic Education Program						
BEP - SCS	\$0.00	\$1,761,733.69	\$2,446,955.37	\$2,722,473.13	\$3,005,705.86	\$3,050,791.45
Transportation Allocation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Capital Allocation (SCS)	\$0.00	\$92,150.00	\$126,100.00	\$138,225.00	\$150,350.00	\$150,350.00
Total Basic Education Program	\$0.00	\$1,853,883.69	\$2,573,055.37	\$2,860,698.13	\$3,156,055.86	\$3,201,141.45
PreK Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Title I	\$0.00	\$76,000.00	\$104,000.00	\$114,000.00	\$124,000.00	\$124,000.00
Title III	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
IDEA B	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
USDA - SNP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income						
Contributions & Gifts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
School Fundraising	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Charter School Startup Grant	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL REVENUE	\$0.00	\$1,929,883.69	\$2,677,055.37	\$2,974,698.13	\$3,280,055.86	\$3,325,141.45
<i>Per Student</i>		<i>\$10,157.28</i>	<i>\$10,296.37</i>	<i>\$10,437.54</i>	<i>\$10,580.83</i>	<i>\$10,726.26</i>

Grant Code	EXPENSES					
Personnel						
Salaries						
Principal	\$45,000.00	\$85,000.00	\$86,275.00	\$87,569.13	\$88,882.66	\$90,215.90
Assistant Principals/Deans	\$0.00	\$60,000.00	\$121,800.00	\$123,627.00	\$125,481.41	\$127,363.63
Operations	\$0.00	\$30,000.00	\$30,450.00	\$30,906.75	\$31,370.35	\$31,840.91
Office/Clerical	\$15,000.00	\$60,000.00	\$60,900.00	\$61,813.50	\$62,740.70	\$63,681.81
Social Worker	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	Pre-Opening Year 2019-2020	Year 1 2020- 2021	Year 2 2021- 2022	Year 3 2022- 2023	Year 4 2023- 2024	Year 5 2024- 2025
Guidance	\$0.00	\$27,500.00	\$55,825.00	\$56,662.38	\$57,512.31	\$58,375.00
Other Non-Instructional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Teachers	\$0.00	\$596,250.00	\$822,150.00	\$956,821.47	\$1,023,457.71	\$1,038,809.58
Educational Aides/Interventionists	\$0.00	\$72,500.00	\$73,587.50	\$74,691.31	\$101,953.64	\$103,482.95
Total Salaries	\$60,000.00	\$931,250.00	\$1,250,987.50	\$1,392,091.53	\$1,491,398.78	\$1,513,769.76
Benefits						
Social Security	\$3,720.00	\$57,737.50	\$77,561.23	\$86,309.67	\$92,466.72	\$93,853.73
Medicare	\$870.00	\$13,503.13	\$18,139.32	\$20,185.33	\$21,625.28	\$21,949.66
Health	\$7,000.00	\$105,300.00	\$137,700.00	\$151,200.00	\$162,000.00	\$162,000.00
State Retirement	\$5,400.00	\$83,812.50	\$112,588.88	\$125,288.24	\$134,225.89	\$136,239.28
Unemployment	\$250.00	\$3,900.00	\$6,375.00	\$7,000.00	\$7,500.00	\$7,500.00
Workers Comp	\$60.00	\$1,170.00	\$1,530.00	\$1,680.00	\$1,800.00	\$1,800.00
Life Insurance	\$96.00	\$1,872.00	\$2,448.00	\$2,688.00	\$2,880.00	\$2,880.00
Total Benefits	\$17,396.00	\$267,295.13	\$356,342.42	\$394,351.24	\$422,497.90	\$426,222.67
<i>% of salary</i>	<i>28.99%</i>	<i>28.70%</i>	<i>28.48%</i>	<i>28.33%</i>	<i>28.33%</i>	<i>28.16%</i>
Contracted Services						
Substitute Teachers	\$0.00	\$9,425.00	\$12,350.00	\$13,975.00	\$15,275.00	\$15,275.00
Nurse Service Well Child	\$0.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00
Accounting/Payroll Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Audit Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Legal Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Cleaning/Janitorial Services	\$0.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00
Trash Removal Services	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Transportation	\$0.00	\$30,000.00	\$60,000.00	\$60,000.00	\$120,000.00	\$120,000.00
SCS Admin Fee	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00
TFA	\$0.00	\$15,000.00	\$25,000.00	\$35,000.00	\$40,000.00	\$40,000.00
Database Fee	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Phone/Internet Fees	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Professional Development	\$0.00	\$9,750.00	\$12,750.00	\$14,000.00	\$15,000.00	\$15,000.00
Contracted Services - SPED	\$0.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Total Contracted Services	\$0.00	\$176,575.00	\$222,500.00	\$235,375.00	\$302,675.00	\$302,675.00
Supplies & Materials						
Computers (classrooms/labs)	\$20,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Curricular Materials (Textbooks, software)	\$20,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Office Supplies/Copy Papers	\$0.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Testing/Evaluation	\$0.00	\$5,000.00	\$5,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Copier	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Copy Paper	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Janitorial/Cleaning Supplies	\$0.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00
School Furniture	\$50,000.00	\$25,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Security Equipment	\$15,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Total Supplies & Materials	\$105,000.00	\$84,000.00	\$74,000.00	\$79,000.00	\$79,000.00	\$79,000.00
Facility Related Expenses						
Rent/Debt Service	\$60,000.00	\$217,546.86	\$220,613.78	\$205,186.24	\$193,818.58	\$187,646.01
Utilities	\$6,000.00	\$48,000.00	\$48,000.00	\$48,000.00	\$48,000.00	\$48,000.00
Facility Maintenance	\$6,000.00	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00
Security Services	\$0.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
Total Facility Related Expenses	\$72,000.00	\$280,546.86	\$283,613.78	\$268,186.24	\$256,818.58	\$250,646.01
Other Charges						
Advertisement	\$0.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Insurance	\$0.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Total Other Charges	\$0.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
Network Fee	\$0.00	\$160,397.04	\$223,797.00	\$245,973.05	\$283,629.17	\$281,656.66
TOTAL EXPENSES	254,396.00	1,925,064.02	2,436,240.69	2,639,977.06	2,861,019.43	2,878,970.11
SURPLUS / (DEFICIT)	(\$254,396.00)	\$4,819.66	\$240,814.68	\$334,721.06	\$419,036.43	\$446,171.34



MEMPHIS SCHOOL OF
EXCELLENCE
INTERNAL CONTROL PROCESSES,
POLICIES AND PROCEDURES

Updated August, 2018

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SECTION 1

INTRODUCTION

Purpose

This manual has been prepared to document the Internal Control Processes, Policies and Procedures for Memphis School of Excellence. Its purpose is to ensure that schools' assets and finances are managed responsibly.

SECTION 2

RESPONSIBILITIES

1. – Executive Director & Director of Operations

Duties of the Directors:

- ✓ Approve all requisition forms more than \$1,000. Any purchase more than \$10,000 requires Board approval.
- ✓ Sign checks and approve online payments and purchases.
- ✓ Set the budget development program.
- ✓ Present the monthly financial reports, Annual Financial Report, Form 990, and audit report to the board.
- ✓ Approve all Capital Improvement Plans
- ✓ Review monthly transaction lists for schools and email related documents to accounting firm.

1.1- Principal

Duties of the Principal

- ✓ Approve all requisition forms up to \$1,000.
- ✓ Sign activity fund checks and approve online payments and purchases.

1.2- Staff Position

➤ Business Manager

Responsible for the development and control of the school's budget and daily business operations.

Duties of the Business Manager:

- ✓ Receive collected cash from the secretaries daily with Tabulations of Monies Form, signed by minimum 2 staff.
- ✓ After receiving the Tabulation of Monies form from the secretaries, review and approve the form.
- ✓ Fill out deposit slips base on the Tabulation of Monies Form and take deposits to the bank.
- ✓ Prepare monthly transaction lists for schools' accounts and report it to the director.

- ✓ Calculate monthly gross pays and present them to the Director. After approval, its Business Manager responsibility to send them to the contracted third party accounting firm for preparation of the schools payroll.
- ✓ Purchase requested and approved items and place orders.
- ✓ Send approved, stamped, and signed invoices to the accounting firm.
- ✓ Review and process the Capital Improvement Project and related documents.
- ✓ Review and process the grant documents and invoices.
- ✓ Review and process the Payroll and benefits files.

1.3- Front Office Secretaries

- ✓ Minimum of two secretaries (if needed with Business Manager/Principal) open the mail and distribute it.
- ✓ Mail the checks to the vendors.
- ✓ Return the collected cash with the Tabulation of Monies form to the Business Manager/Principal, daily.

1.4- Outside Vendor/ Contracted Third Party Accounting Firm

In order to get financial statements prepared in conformity with generally accepted accounting principles and state laws, Memphis School of Excellence outsources financial services from third party accounting firm.

This outsourced accounting firm is required to provide following services;

- ✓ Consult the school in establishing basic financial structure based on district, the state foundation school program, and federal funding.
- ✓ Enter the transaction list into the accounting system, prepare and review the bank reconciliations and prepare monthly financial statements.
- ✓ Prepare and cut the A/P checks when requested.
- ✓ Prepare and process the payroll and tax returns
- ✓ Record and track the depreciation expenses
- ✓ Prepare the financial audit documents
- ✓ Prepare W2 and 1099 forms

SECTION 3

2. Main Internal Control Processes and Procedures

It is the policy of Memphis School of Excellence to create and maintain accounting, billing, and cash control policies, procedures, and records which are consistent with generally accepted accounting principles, using the accrual basis of accounting and tax exemption 501 (c) (3) that - meet the requirements of state and federal statutes, regulations, and governmental reports.

2.1- Checks

➤ Check Writing Procedures;

All checks are written through Memphis School of Excellence's accounts and require two signatures.

Individuals generally authorized to sign checks include:

- ✓ Director
- ✓ Board President
- ✓ Principals (Only the Activity Fund Checks)

➤ Check Approval Process

This procedure is designed to ensure that all checks have adequate documentation and authorization and that there are no missing checks or checks written to phantom vendors.

A copy of each check, plus any other documentation, such as purchase orders, is attached to the invoice, and filed in check number order in the respective Memphis School of Excellence file.

Checks which are not deposited within the 180 days of the written date will be voided.

Checks are mailed to vendors. If a check is picked up, the person picking up the checks must provide identification which matches the payee on the check or must have verifiable authorization from the payee to pick up the check.

There should be two signatures on the vendor invoices. The approved invoice with the *"Received [dated], I received that I have firsthand knowledge that the goods/services listed in this invoice have been received by our campus. [Two signatures required (Secretaries, Principal, Directors, Board President)]"* stamp should be present on all of the invoices to be paid.

2.2 - Payroll Preparation, and Payment

Memphis School of Excellence pays its employees twice a month, usually the last and middle of the business day of the following month. The payroll dates will be published annually during the teacher orientation week.

Payroll is prepared from employee data gained from the school's database which is also reviewed by the director and business manager.

Memphis School of Excellence requires all its employees to have a direct deposit.

After all employees' monthly gross salaries' are prepared by the business manager and approved by the director, approved payroll file will be sent to the outside vendor who sets up and prepares payroll for each employee.

When the payroll is ready, the accounting firm starts to make direct deposits with the approval of the director. Employees can access the paystubs, W2s, and W4 forms online through the accounting firm portal.

2.3 - Purchasing and Reimbursements

Purchasing Procedures: All requests for purchases must be submitted to the business office with official school's online google purchase order (PO) form with the appropriate approvals. The online Google Form will be shared with the staff at the beginning of the year. No purchases, charges, or commitments to buy goods or services for the school can be made without a PO number. The school will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the schools' business office.

Contact the business office for additional information on purchasing procedures.

Reimbursement for Purchases, Travel, Expenses: MSE will honor reimbursement requests only if the expenditure has had prior approval from their supervisors and requested according to established procedures. All reimbursement requests must be submitted with 60 days of the relevant travel or purchase. All requests of this nature must have original receipts attached. Staff members should consult with the Principal or Director regarding matters of this nature in order to prevent misunderstandings, assumptions, etc. Before any travel expenses are incurred by an employee, the employee's supervisor must give written approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule authorized by the School Board and the Internal Revenue Service if a personal vehicle is used. All employees are entitled to reimbursement up to the per diem rate or the sum of their itemized receipts, whichever is less. Memphis School of Excellence uses federal per

diem rates, published at www.gsa.gov to calculate the employees' allowable hotel, lodging, and meal expenses with the exception of Directors. Employees must submit original receipts to be reimbursed for expenses other than mileage.

Memphis School of Excellence prohibits the use of gift cards and debit cards for the disbursement of MSE funds.

Non-Reimbursable Expenses: MSE will not reimburse the following expenses.

- ✓ Any expense unrelated to official MSE business
- ✓ Meal and lodging expenses incurred more than one night before or after an approved event/conference/workshop
- ✓ Personal incidental expenses, such as the rental or purchase of a videotape for personal entertainment, dry cleaning, or laundry
- ✓ Expenses solely for the personal convenience of the employee, such as airport express check-ins
- ✓ Expenses for alcoholic beverages
- ✓ Expenses for in-room internet service
- ✓ Expenses for the employee's spouse, children, or guests
- ✓ Valet parking (unless incurred by a MSE executive officer or director)
- ✓ Excess baggage charges beyond the first bag
- ✓ Transportation or lodging purchased using the employee's personal accumulated miles, points, or other non-monetary credit, unless the credit belongs to MSE
- ✓ Expenses incurred by or on behalf of another employee or a person who is not employed by Memphis School of Excellence
- ✓ Expenses deemed unreasonable by the employee's immediate supervisor
- ✓ Any kind of tickets/fines issued by public officers like traffic fines/tickets, toll violations, etc.
- ✓ Un-itemized receipts cannot be used to as a proof of purchase
- ✓ Air flight tickets, hotel and rental car expenses can be only reimbursed after the travel takes place
- ✓ Per Diem rates are limited to IRS's daily rates cannot be combined for multiple days.

Attachment Q

Network-Wide Budget

The tables below include the consolidated budget for the entire network, the network office (back-office) as well as each school in the MSE network.

Memphis School of Excellence: Network-wide Budget

	FISCAL YEAR (JULY - JUNE)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Enrollment						
MSE K-8 Hickory Hill	442	606	606	606	606	606
MSE High Hickory Hill	329	251	279	279	279	279
MSE Elementary Cordova	0	190	260	285	310	310
MSE Cordova	0	225	300	375	450	475
Total Enrollment	771	1,272	1,445	1,545	1,645	1,670

	FISCAL YEAR (JULY - JUNE)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
REVENUE						
BEP	\$7,318,829.41	\$12,304,024.18	\$14,186,220.52	\$15,393,383.55	\$16,632,255.34	\$17,129,056.74
Title I	\$327,675.00	\$508,800.00	\$578,000.00	\$618,000.00	\$658,000.00	\$668,000.00
CSP Grant Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL REVENUE	\$7,646,504.41	\$12,812,824.18	\$14,764,220.52	\$16,011,383.55	\$17,290,255.34	\$17,797,056.74

EXPENSES						
Salaries	\$3,532,197.29	\$5,904,197.29	\$6,761,542.56	\$7,912,563.05	\$8,318,813.05	\$8,655,867.96
Benefits	\$987,070.85	\$1,663,331.85	\$1,896,947.84	\$2,207,215.75	\$2,309,692.37	\$2,389,036.02
Contracted Services	\$529,600.00	\$910,050.00	\$1,003,625.00	\$1,042,350.00	\$1,184,250.00	\$1,193,850.00
Supplies & Materials	\$300,000.00	\$258,000.00	\$238,000.00	\$248,000.00	\$248,000.00	\$248,000.00
Facility Related Expenses	\$1,176,459.00	\$1,625,627.13	\$1,625,627.13	\$1,625,627.13	\$1,625,627.13	\$1,625,627.13
Other Charges	\$73,000.00	\$123,000.00	\$123,000.00	\$123,000.00	\$123,000.00	\$123,000.00
Network Fee	\$632,085.99	\$1,073,815.99	\$1,243,794.85	\$1,333,432.88	\$1,505,064.46	\$1,517,311.70
TOTAL EXPENSES	\$7,230,413.13	\$11,558,022.27	\$12,892,537.38	\$14,492,188.81	\$15,314,447.02	\$15,752,692.81

NET INCOME	\$416,091.27	\$1,254,801.92	\$1,871,683.13	\$1,519,194.74	\$1,975,808.32	\$2,044,363.93
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<i>Cash Balance</i>	<i>\$1,916,091.27</i>	<i>\$3,170,893.19</i>	<i>\$5,042,576.32</i>	<i>\$6,561,771.07</i>	<i>\$8,537,579.39</i>	<i>\$10,581,943.32</i>
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MEMPHIS SCHOOL OF EXCELLENCE
2019-2020 CASH FLOW STATEMENT
NETWORK-WIDE

2019-2020 Fiscal Year (July 1, 2019 - June 30, 2020)													
	July	August	September	October	November	December	January	February	March	April	May	June	Total
	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>
REVENUE													
Basic Education Program	\$0	\$731,883	\$731,883	\$731,883	\$731,883	\$731,883	\$731,883	\$731,883	\$731,883	\$731,883	\$0	\$731,883	\$7,318,829
Title I	\$0	\$0	\$0	\$0	\$0	\$109,225	\$0	\$0	\$109,225	\$0	\$109,225	\$0	\$327,675
TOTAL REVENUE	\$0	\$731,883	\$731,883	\$731,883	\$731,883	\$841,108	\$731,883	\$731,883	\$841,108	\$731,883	\$109,225	\$731,883	\$7,646,504
<i>Per Student</i>													
EXPENSES													
Personnel													
Salaries	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$329,019	\$3,948,233
Benefits	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$91,093	\$1,093,121
Total Personnel	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$420,113	\$5,041,354
Contracted Services													
Substitute Teachers	\$0	\$0	\$4,444	\$4,444	\$4,444	\$4,444	\$4,444	\$4,444	\$4,444	\$4,444	\$4,444	\$0	\$40,000
Nurse Service Well Child	\$0	\$0	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$2,222	\$0	\$20,000
Accounting/Payroll Services	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$60,000
Audit Services						\$20,000							\$20,000
Legal Services	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$20,000
Cleaning/Janitorial Services	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$9,550	\$114,600
Trash Removal Services	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$20,000
Transportation	\$0	\$0	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$0	\$120,000
SCS Admin Fee	\$0	\$0	\$0	\$0	\$35,000	\$0	\$0	\$0	\$35,000	\$0	\$0	\$0	\$70,000
TFA	\$0	\$0	\$0	\$35,000	\$0	\$0	\$0	\$35,000	\$0	\$0	\$0	\$0	\$70,000
Database Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$7,500	\$0	\$0	\$7,500	\$0	\$0	\$15,000
Phone/Internet Fees	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10,000
Professional Development	\$417	\$2,417	\$2,417	\$2,417	\$2,417	\$2,417	\$2,417	\$2,417	\$2,417	\$2,417	\$2,417	\$417	\$25,000
Contracted Services - SPED	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$30,000
Total Contracted Services	\$21,633	\$23,633	\$43,633	\$78,633	\$78,633	\$63,633	\$51,133	\$78,633	\$78,633	\$51,133	\$43,633	\$21,633	\$634,600
Supplies & Materials													
Computers (classrooms/labs)	\$40,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$40,000

MEMPHIS SCHOOL OF EXCELLENCE
2019-2020 CASH FLOW STATEMENT
NETWORK-WIDE

2019-2020 Fiscal Year (July 1, 2019 - June 30, 2020)													
	July	August	September	October	November	December	January	February	March	April	May	June	Total
	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>
Curricular Materials (textbooks, software)	\$50,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$50,000
Office Supplies	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$11,000
Testing/Evaluation	\$3,500	\$3,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$7,000
Copier	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$25,000
Copy Paper	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$6,000
Janitorial/Cleaning Supplies	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$75,000
School Furniture	\$70,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$70,000
Security Equipment	\$21,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$21,000
Total Supplies & Materials	\$194,250	\$13,250	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$305,000
Facility Related Expenses													
Rent/Debt Service	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$81,288	\$975,459
Utilities	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$144,000
Facility Maintenance	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$27,000
Security Services	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$30,000
Total Facility Related Expenses	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$98,038	\$1,176,459
Other Charges													
Advertisement	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$25,000
Insurance	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$48,000
Total Other Charges	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$6,083	\$73,000
TOTAL EXPENSES	\$740,118	\$561,118	\$577,618	\$612,618	\$612,618	\$597,618	\$585,118	\$612,618	\$612,618	\$585,118	\$577,618	\$555,618	\$7,230,413
SURPLUS / (DEFICIT)	-\$740,118	\$170,765	\$154,265	\$119,265	\$119,265	\$243,490	\$146,765	\$119,265	\$228,490	\$146,765	-\$468,393	\$176,265	\$416,091
Beginning Cash Balance	\$1,500,000												
Ending Cash Balance	\$759,882	\$930,647	\$1,084,913	\$1,204,178	\$1,323,443	\$1,566,933	\$1,713,698	\$1,832,963	\$2,061,454	\$2,208,219	\$1,739,826	\$1,916,091	

MEMPHIS SCHOOL OF EXCELLENCE
2020-2021 CASH FLOW STATEMENT
NETWORK-WIDE

2019-2020 Fiscal Year (July 1, 2019 - June 30, 2020)													
	July	August	September	October	November	December	January	February	March	April	May	June	Total
	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>
REVENUE													
Basic Education Program	\$0	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$0	\$1,230,402	\$12,304,024
Title I	\$0	\$0	\$0	\$0	\$0	\$169,600	\$0	\$0	\$169,600	\$0	\$169,600	\$0	\$508,800
TOTAL REVENUE	\$0	\$1,230,402	\$1,230,402	\$1,230,402	\$1,230,402	\$1,400,002	\$1,230,402	\$1,230,402	\$1,400,002	\$1,230,402	\$169,600	\$1,230,402	\$12,812,824
<i>Per Student</i>													
EXPENSES													
Personnel													
Salaries	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$551,686	\$6,620,233
Benefits	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$154,676	\$1,856,112
Total Personnel	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$706,362	\$8,476,345
Contracted Services													
Substitute Teachers	\$0	\$0	\$6,683	\$6,683	\$6,683	\$6,683	\$6,683	\$6,683	\$6,683	\$6,683	\$6,683	\$0	\$60,150
Nurse Service Well Child	\$0	\$0	\$3,422	\$3,422	\$3,422	\$3,422	\$3,422	\$3,422	\$3,422	\$3,422	\$3,422	\$0	\$30,800
Accounting/Payroll Services	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$100,000
Audit Services						\$30,000							\$30,000
Legal Services	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$20,000
Cleaning/Janitorial Services	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$17,883	\$214,600
Trash Removal Services	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$32,000
Transportation	\$0	\$0	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$0	\$180,000
SCS Admin Fee	\$0	\$0	\$0	\$0	\$70,000	\$0	\$0	\$0	\$70,000	\$0	\$0	\$0	\$140,000
TFA	\$0	\$0	\$0	\$55,000	\$0	\$0	\$0	\$55,000	\$0	\$0	\$0	\$0	\$110,000
Database Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	\$0	\$0	\$10,000	\$0	\$0	\$20,000
Phone/Internet Fees	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$1,833	\$22,000
Professional Development	\$833	\$4,883	\$4,883	\$4,883	\$4,883	\$4,883	\$4,883	\$4,883	\$4,883	\$4,883	\$4,883	\$833	\$50,500
Contracted Services - SPED	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$60,000
Total Contracted Services	\$38,217	\$42,267	\$72,372	\$127,372	\$142,372	\$102,372	\$82,372	\$127,372	\$142,372	\$82,372	\$72,372	\$38,217	\$1,070,050
Supplies & Materials													
Computers (classrooms/labs)	\$30,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$30,000

MEMPHIS SCHOOL OF EXCELLENCE
2020-2021 CASH FLOW STATEMENT
NETWORK-WIDE

2019-2020 Fiscal Year (July 1, 2019 - June 30, 2020)

	July	August	September	October	November	December	January	February	March	April	May	June	Total
	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>
Curricular Materials (Textbooks, software)	\$30,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$30,000
Office Supplies	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$31,000
Testing/Evaluation	\$8,500	\$8,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$17,000
Copier	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$37,000
Copy Paper	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$14,000
Janitorial/Cleaning Supplies	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$58,000
School Furniture	\$35,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$35,000
Security Equipment	\$11,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$11,000
Total Supplies & Materials	\$126,167	\$20,167	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$263,000
Facility Related Expenses													
Rent/Debt Service	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$108,386	\$1,300,627
Utilities	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$240,000
Facility Maintenance	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$3,917	\$47,000
Security Services	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$38,000
Total Facility Related Expenses	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$135,469	\$1,625,627
Other Charges													
Advertisement	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$45,000
Insurance	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$78,000
Total Other Charges	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$10,250	\$123,000
TOTAL EXPENSES	\$1,016,464	\$914,514	\$936,120	\$991,120	\$1,006,120	\$966,120	\$946,120	\$991,120	\$1,006,120	\$946,120	\$936,120	\$901,964	\$11,558,022
SURPLUS / (DEFICIT)	-\$1,016,464	\$315,888	\$294,283	\$239,283	\$224,283	\$433,883	\$284,283	\$239,283	\$393,883	\$284,283	-\$766,520	\$328,438	\$1,254,802

Beginning Cash Balance	\$1,916,091												
Ending Cash Balance	\$899,627	\$1,215,515	\$1,509,797	\$1,749,080	\$1,973,363	\$2,407,245	\$2,691,528	\$2,930,810	\$3,324,693	\$3,608,975	\$2,842,455	\$3,170,893	

Network Office (back-office)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
REVENUE						
Total Fees from Schools (Current Charters and Proposed New Schools Opening in Cordova in 2020)	\$632,086	\$1,073,816	\$1,243,795	\$1,333,433	\$1,505,064	\$1,517,312
Other Income						
Contributions & Gifts	\$0	\$0	\$0	\$0	\$0	\$0
Other Fees and Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Income	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$632,086	\$1,073,816	\$1,243,795	\$1,333,433	\$1,505,064	\$1,517,312
EXPENSES						
Salaries	\$416,036	\$716,036	\$847,426	\$917,107	\$1,049,914	\$1,060,413
Benefits	\$106,050	\$192,780	\$229,368	\$248,326	\$285,151	\$286,899
Contracted Services	\$105,000	\$160,000	\$162,000	\$163,000	\$165,000	\$165,000
Supplies & Materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Facility Related Expenses	\$0	\$0	\$0	\$0	\$0	\$0
Other Charges	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$632,086	\$1,073,816	\$1,243,795	\$1,333,433	\$1,505,064	\$1,517,312
NET INCOME	\$0	\$0	\$0	\$0	\$0	\$0

Revenue

Because the network office serves as a support system and provides support services to MSE's schools, revenue from the network office includes fees from each of the schools (paid through BEP funds). Each school shares in the network office costs based on pro rata enrollment. For example, if a school in the network has 25% of the network's total enrollment, that school would incur 25% of the network office costs.

Expenses

Staffing

The table below details staffing positions and salaries for the network office.

Memphis School of Excellence - Network Staff							
	Annual Salary	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Executive Director	\$113,300.00	1	1	1	1	1	1
Director of Operations	\$97,200.00	1	1	1	1	1	1
Director of Academics	\$75,000.00	1	1	1	1	1	1
Director of Finance	\$63,000.00			1	1	1	1
Technology Coordinator	\$70,000.00	1	1	1	1	1	1
Power School & Engagement Coordinator	\$60,536.00	1	1	1	1	1	1
Human Resources & Federal Programs Manager	\$60,000.00		1	1	1	1	1
Instructional Coach - ELA (6-12)	\$60,000.00		1	1	1	1	1
Instructional Coach - Math (6-12)	\$60,000.00		1	1	1	1	1
Instructional Coach - Science (6-12) / STEM Coordinator	\$60,000.00		1	1	1	1	1
Instructional Coach - Social Studies (6-12)	\$60,000.00		1	1	1	1	1
Instructional Coach K-5	\$60,000.00				1	1	1
RTI Coordinator	\$60,000.00					1	1
ESL Coordinator	\$60,000.00					1	1
SPED Coordinator	\$60,000.00			1	1	1	1
Total FTEs		5	10	12	13	15	15

Operational Expenses

Other expenses in the network office include:

- Professional Development – Budgeted at \$1,000 per FTE per year.
- Accounting/Bookkeeping - \$60,000 in 2019-2020; and \$100,000 per year in each year thereafter.
- Audit - \$20,000 in 2019-2020; and \$30,000 per year in each year thereafter.
- Legal services - \$20,000 per year.
- Office supplies - \$5,000 per year.
- Office space – The MSE network office will be housed at one of MSE's schools, so will not incur rent expense.

School Level Budget Summaries

Memphis School of Excellence: Grades K-8 Hickory Hill

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
REVENUE						
Basic Education Program	\$4,221,212	\$5,861,403	\$5,945,688	\$6,031,238	\$6,118,070	\$6,206,205
PreK Funding	\$0	\$0	\$0	\$0	\$0	\$0
Title I	\$187,850	\$242,400	\$242,400	\$242,400	\$242,400	\$242,400
TOTAL REVENUE	\$4,409,062	\$6,103,803	\$6,188,088	\$6,273,638	\$6,360,470	\$6,448,605
EXPENSES						
Salaries	\$2,044,668	\$2,610,668	\$2,729,679	\$3,140,016	\$3,187,116	\$3,234,923
Benefits	\$576,529	\$742,622	\$773,950	\$885,441	\$893,283	\$901,243
Contracted Services	\$270,500	\$268,000	\$268,000	\$268,000	\$268,000	\$268,000
Supplies & Materials	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
Facility Related Expenses	\$730,104	\$730,104	\$730,104	\$730,104	\$730,104	\$730,104
Other Charges	\$36,500	\$36,500	\$36,500	\$36,500	\$36,500	\$36,500
Network Fee	\$362,363	\$511,582	\$521,619	\$523,016	\$554,449	\$550,593
TOTAL EXPENSES	\$4,065,665	\$4,944,477	\$5,104,852	\$5,628,077	\$5,714,452	\$5,766,363
NET INCOME	\$343,397	\$1,159,327	\$1,083,236	\$645,561	\$646,018	\$682,242

Memphis School of Excellence: Grades 9-12 Hickory Hill

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
REVENUE						
Basic Education Program	\$3,097,617.25	\$2,393,348.69	\$2,698,566.83	\$2,737,371.34	\$2,776,757.91	\$2,816,735.27
Title I	\$139,825.00	\$100,400.00	\$111,600.00	\$111,600.00	\$111,600.00	\$111,600.00
TOTAL REVENUE	\$3,237,442.25	\$2,493,748.69	\$2,810,166.83	\$2,848,971.34	\$2,888,357.91	\$2,928,335.27
EXPENSES						
Salaries	\$1,367,529.00	\$1,264,779.00	\$1,283,750.69	\$1,335,459.03	\$1,355,490.92	\$1,375,823.28
Benefits	\$377,349.58	\$345,851.70	\$349,010.49	\$360,497.93	\$363,833.24	\$367,218.58
Contracted Services	\$259,100.00	\$256,600.00	\$256,600.00	\$256,600.00	\$256,600.00	\$256,600.00
Supplies & Materials	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00
Facility Related Expenses	\$272,355.00	\$272,355.00	\$272,355.00	\$272,355.00	\$272,355.00	\$272,355.00
Other Charges	\$36,500.00	\$36,500.00	\$36,500.00	\$36,500.00	\$36,500.00	\$36,500.00
Network Fee	\$269,722.82	\$211,892.94	\$240,151.39	\$240,794.67	\$255,266.25	\$253,491.00
TOTAL EXPENSES	\$2,627,556.40	\$2,432,978.64	\$2,483,367.57	\$2,547,206.64	\$2,585,045.41	\$2,606,987.86
NET INCOME	\$609,885.85	\$60,770.05	\$326,799.27	\$301,764.70	\$303,312.50	\$321,347.42

Memphis School of Excellence Elementary Cordova

	Planning Year 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
REVENUE						
Basic Education Program	\$0	\$1,853,884	\$2,573,055	\$2,860,698	\$3,156,056	\$3,201,141
PreK Funding	\$0	\$0	\$0	\$0	\$0	\$0
Title I	\$0	\$76,000	\$104,000	\$114,000	\$124,000	\$124,000
TOTAL REVENUE	\$0	\$1,929,884	\$2,677,055	\$2,974,698	\$3,280,056	\$3,325,141
EXPENSES						
Salaries	\$60,000	\$931,250	\$1,250,988	\$1,392,092	\$1,491,399	\$1,513,770
Benefits	\$17,396	\$267,295	\$356,342	\$394,351	\$422,498	\$426,223
Contracted Services	\$0	\$176,575	\$222,500	\$235,375	\$302,675	\$302,675
Supplies & Materials	\$105,000	\$84,000	\$74,000	\$79,000	\$79,000	\$79,000
Facility Related Expenses	\$72,000	\$280,547	\$283,614	\$268,186	\$256,819	\$250,646
Other Charges	\$0	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Network Fee	\$0	\$160,397	\$223,797	\$245,973	\$283,629	\$281,657
TOTAL EXPENSES	\$254,396	\$1,925,064	\$2,436,241	\$2,639,977	\$2,861,019	\$2,878,970
NET INCOME	(\$254,396)	\$4,820	\$240,815	\$334,721	\$419,036	\$446,171

Detailed budget assumptions have been included in Attachment O.

Memphis School of Excellence Cordova

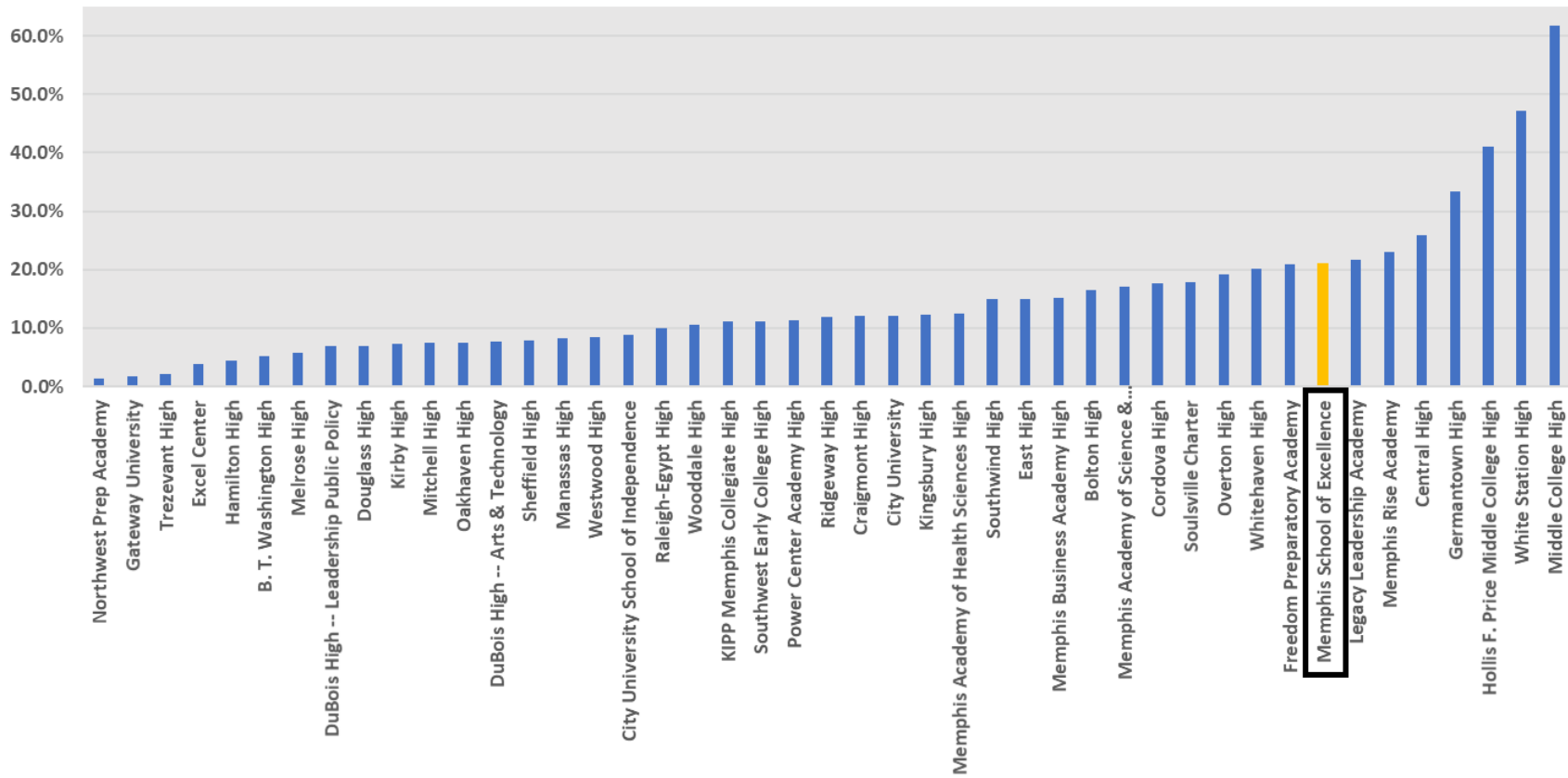
	Planning Year 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
REVENUE						
Basic Education Program	\$0.00	\$2,195,388.58	\$2,968,910.04	\$3,764,076.49	\$4,581,371.41	\$4,904,974.80
Title I	\$0.00	\$90,000.00	\$120,000.00	\$150,000.00	\$180,000.00	\$190,000.00
TOTAL REVENUE	\$0.00	\$2,285,388.58	\$3,088,910.04	\$3,914,076.49	\$4,761,371.41	\$5,094,974.80
EXPENSES						
Salaries	\$60,000.00	\$1,097,500.00	\$1,497,125.00	\$2,044,996.63	\$2,284,807.25	\$2,531,352.07
Benefits	\$15,796.00	\$307,562.75	\$417,645.31	\$566,925.94	\$630,078.41	\$694,352.12
Contracted Services	\$0.00	\$208,875.00	\$256,525.00	\$282,375.00	\$356,975.00	\$366,575.00
Supplies & Materials	\$105,000.00	\$84,000.00	\$74,000.00	\$79,000.00	\$79,000.00	\$79,000.00
Facility Related Expenses	\$102,000.00	\$342,621.28	\$339,554.36	\$354,981.89	\$366,349.55	\$372,522.12
Other Charges	\$0.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
Network Fee	\$0.00	\$189,943.87	\$258,227.30	\$323,648.76	\$411,719.76	\$431,570.69
TOTAL EXPENSES	\$282,796.00	\$2,255,502.89	\$2,868,076.97	\$3,676,928.21	\$4,153,929.97	\$4,500,372.00
NET INCOME	(\$282,796.00)	\$29,885.68	\$220,833.07	\$237,148.27	\$607,441.44	\$594,602.80

Detailed budget assumptions have been included in Attachment O in the Memphis School of Excellence Cordova application.

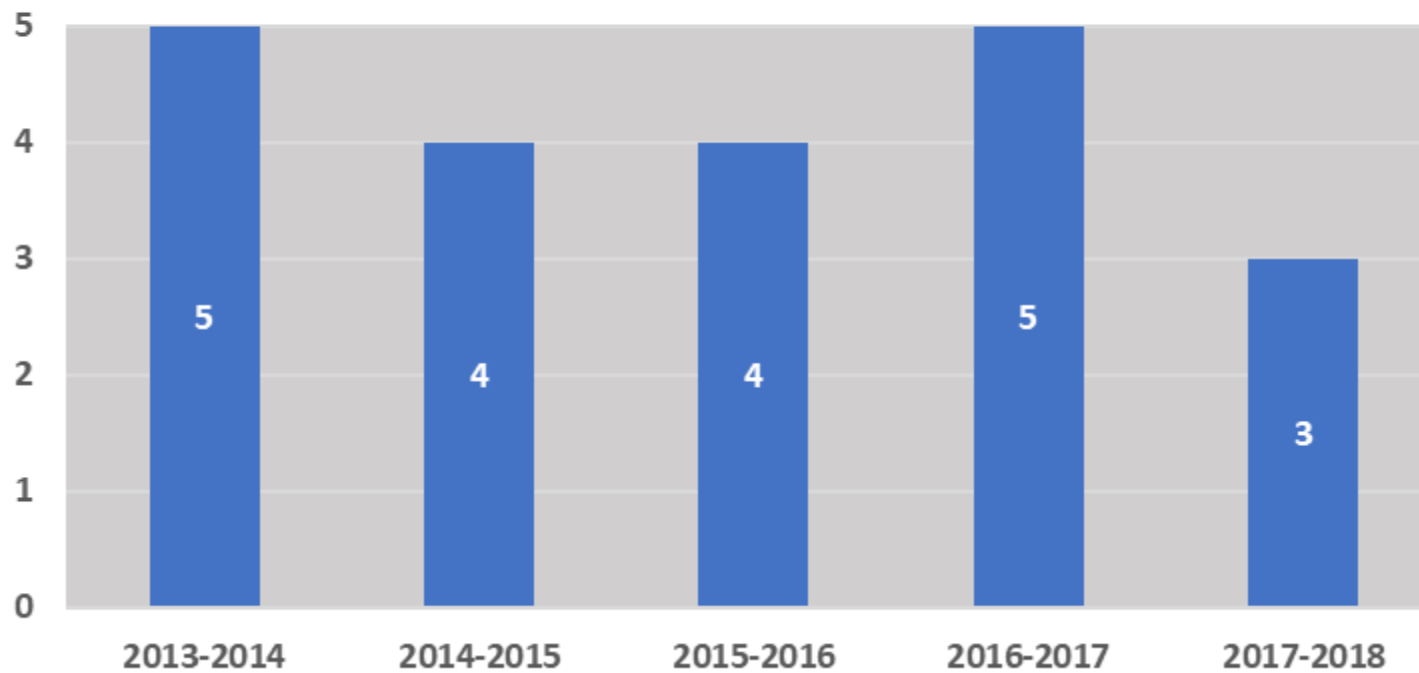
Attachment R: Student Achievement/Growth Results

|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

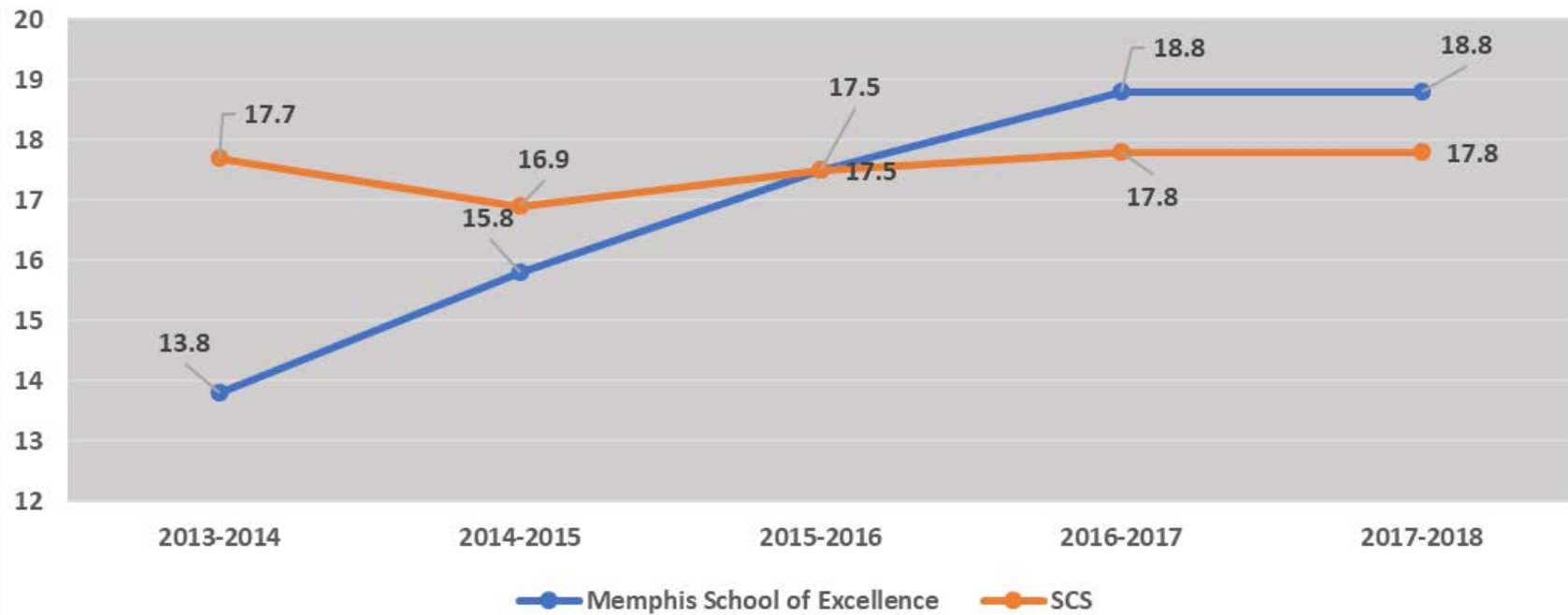
English / Language Arts Proficiency: 2 Year Composite Scores (2016-2018)



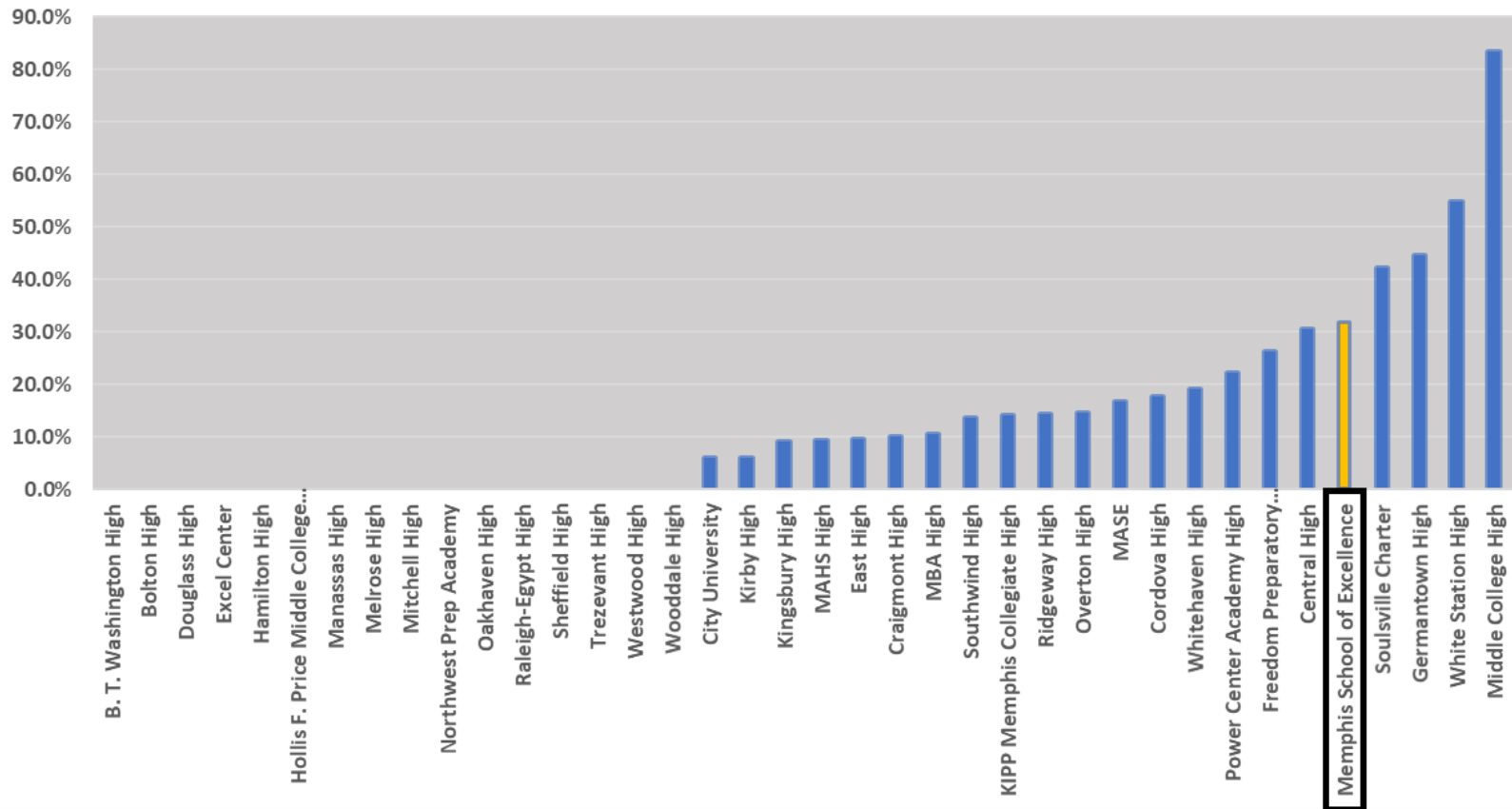
Memphis School of Excellence TVAAS Scores: 2013-2018



Memphis School of Excellence ACT Scores



Ready Graduate Percentage



School Name	Year Opened	City	State	Grades Served	Total Enrollment
Memphis School of Excellence Middle and High School	2010	Memphis	TN	6-12	510
Memphis School of Excellence Elementary School	2017	Memphis	TN	K-5	165

Demographics and Socioeconomics						
% African American	% Hispanic	% White	% Other Race/ Ethnicity	% FRPL	% SPED	% ELL

63% 35% 0 2% 95% 4.20% 8.36%

62% 38% 0 0 95% 2% 16.70%

School Contact Info			
Contact Name	Contact Title	Contact Email	Contact Phone
Muhammet Turkey	Executive Director	mturkay@sememphis.org	901-491-6854
Muhammet Turkey	Executive Director	mturkay@sememphis.org	901-491-6854

Authorizer Contact Information		
Authorizing Organization	Contact Name	Contact Title
Shelby County Schools	Daphne Robinson	Director of Charter Schools
Shelby County Schools	Daphne Robinson	Director of Charter Schools

Contact Email	Contact Phone
---------------	---------------

ROBINSOND5@scsk12.org	901-416-5321
--	--------------

ROBINSOND5@scsk12.org	901-416-5321
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Attachment U: School Financials

Refer Attachment L: Network Annual Audits for last two audited financial statements.

**READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE**

**FINANCIAL STATEMENTS
AND SUPPLEMENTAL INFORMATION
JANUARY 31, 2019**

FINANCIAL STATEMENTS

ACCOUNTANT'S COMPILATION REPORT

The Board of Directors
Read Foundation
dba Memphis School of Excellence
Memphis, Tennessee

Management is responsible for the accompanying financial statements of Read Foundation, Inc. (a nonprofit organization) which comprise the Statement of Net Position as of January 31, 2019 and the related Statements of Activities - Actual and Budgeted for the month and the year to date periods then ended in accordance with accounting principles generally accepted in the United States of America. We have performed a compilation engagement in accordance with Statements on Standards for Accounting and Review Services promulgated by the Accounting and Review Services Committee of the AICPA. We did not audit or review the accompanying financial statements, nor were we required to perform any procedures to verify the accuracy or completeness of the information provided by management. Accordingly, we do not express an opinion, a conclusion, nor provide any form of assurance on these financial statements.

Accounting principles generally accepted in the United States of America require that capital assets which have future value and use be capitalized on the statement of net position and have depreciation recorded in the statements of activities. The organization capitalizes its current year capital asset additions and records depreciation expense in connection with its annual audit. In addition, categories of net position are required to be presented for each period presented. The organization chooses to adjust these categories of net position only in connection with its annual audit. Also, deferred inflows and outflows related to pension assets and liabilities are adjusted only in connection with the annual audit. Management has not determined the effects of these departures on the financial statements.

Management has elected to omit substantially all of the disclosures required by accounting principles generally accepted in the United States of America. If the omitted disclosures were included in the financial statements, they might influence the user's conclusions about the organization's financial position and changes in net assets. Accordingly, these financial statements are not designed for those who are not informed about such matters.

The accompanying budgeted statements of activities for the month ended January 31, 2019 and for the year ending June 30, 2019 and the schedules of activities - actual and budgeted by school are presented for purposes of additional analysis and are not a required part of the basic financial statements. This information is the responsibility of management. The information was not subject to our compilation engagement. We have not audited or reviewed the supplementary budgeted information and, accordingly, we do not express an opinion, a conclusion, nor provide any form of assurance on such supplementary information.

Management has elected to omit the summaries of significant assumptions and accounting policies required under established guidelines for presentation of prospective financial statements. If the omitted summaries were included with the annual budgeted information, they might influence the user's conclusions about Read Foundation dba Memphis School of Excellence's budgeted information. Accordingly, this budgeted information is not designed for those who are not informed about such matters.

We are not independent with respect to Read Foundation, Inc.

Whitehorn Tankersley & Davis, PLLC

March 4, 2019
Memphis, Tennessee

**READ FOUNDATION
MEMPHIS SCHOOL OF EXCELLENCE
STATEMENT OF NET POSITION
As of January 31, 2019
ASSETS**

CURRENT ASSETS

Cash in Bank-Checking	\$ 1,622,365.16
Cash in Bank-Activity Fund	33,118.96
Accounts Receivable	1,952.46
Prepaid Insurance	16,967.94
Prepaid Rent	54,852.56
Prepaid Expenses	<u>165.07</u>

Total Current Assets	<u><u>1,729,422.15</u></u>
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CAPITAL ASSETS

Building	2,139,929.67
Land	779,900.00
Furniture & Equipment-G&A	119,161.81
Accum Depr-Furniture & Equipment-G&A	(81,993.03)
Accum Depr - Building	(50,297.00)
Building Improvements	2,567,331.81
Accum Depr-Leasehold Improvement	(1,464,345.09)
Furniture, Fixtures & Equipment	369,709.68
Accum Depr-F&E-Instruction	(206,912.01)
Food Service Equipment	15,620.77
Accum Depr-F&E-Food Service	<u>(6,784.31)</u>

Net Capital Assets	<u><u>4,181,322.30</u></u>
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OTHER ASSETS

Prepaid Security Deposit	50,000.00
Net Pension Asset	<u>77,606.00</u>

Total Other Assets	<u><u>127,606.00</u></u>
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DEFERRED OUTFLOWS OF RESOURCES-PENSION	<u><u>433,947.00</u></u>
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TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u><u>\$ 6,472,297.45</u></u>
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**READ FOUNDATION
MEMPHIS SCHOOL OF EXCELLENCE
STATEMENT OF NET POSITION
As of January 31, 2019
LIABILITIES AND NET POSITION**

CURRENT LIABILITIES

Accounts Payable	30,230.54	
Income Tax WH & Unpaid	(102.66)	
State Income Tax Withheld	855.13	
Social Security Tax	(115.22)	
Medicare Tax	(26.94)	
Retirement-TCRS	50,282.81	
Retirement-Hybrid	5,345.41	
401(k) Contributions	861.85	
Roth 401(k)	107.29	
After Tax Insurance Deductions	(254.86)	
Current Portion-Regions Construction Loan	55,997.00	
Current Portion of Regions Promissory Note	15,608.86	
Current Portion of Regions Loan for HS Gym	18,148.42	
Total Current Liabilities		<u>176,937.63</u>

LONG-TERM LIABILITIES

Mortgage Payable-Regions	1,553,983.63	
Regions Promissory Note	37,071.80	
Regions-Loan for HS Gym Building Work	55,433.33	
Total Long-Term Liabilities		<u>1,646,488.76</u>

Total Liabilities	<u>1,823,426.39</u>
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DEFERRED INFLOWS OF RESOURCES-PENSION	<u>209,192.00</u>
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NET POSITION

Investment in Capital Assets, net	2,445,079.26	
Restricted	121,985.57	
Unrestricted	1,287,022.70	
Change in Net Position	585,591.53	
Total Net Position		<u>4,439,679.06</u>

TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION	<u><u>6,472,297.45</u></u>
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READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
STATEMENTS OF ACTIVITIES - ACTUAL AND BUDGETED

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Revenues					
Community Services-Day Care	\$ -	\$ 416.67	\$ 1,646.00	5,000.00	\$ (3,354.00)
Lease/Rentals	-	8,000.00	-	96,000.00	(96,000.00)
Sale of Materials & Supplies	3,830.40	5,166.67	59,055.22	62,000.00	(2,944.78)
Contributions & Gifts	-	208.34	-	2,500.00	(2,500.00)
Other Local Revenue	780.00	-	3,597.08	-	3,597.08
Basic Education Program	633,251.68	502,283.92	3,574,986.10	6,027,407.00	(2,452,420.90)
Other State Grants	-	38,028.67	-	456,344.00	(456,344.00)
Other State Revenues	28,700.00	19,250.01	526,764.28	231,000.00	295,764.28
Title I - Grants to Local Education Agencies	-	23,272.84	134,333.28	279,274.00	(144,940.72)
Total Revenue	<u>666,562.08</u>	<u>596,627.12</u>	<u>4,300,381.96</u>	<u>7,159,525.00</u>	<u>(2,859,143.04)</u>
Program Expenses					
Principal	33,175.26	24,395.24	205,583.12	292,743.00	87,159.88
Teachers	190,884.17	219,370.75	1,166,407.82	2,632,449.00	1,466,041.18
Accountants/Bookkeepers	5,250.00	5,250.00	36,765.00	63,000.00	26,235.00
Guidance Personnel	9,975.92	9,975.91	61,280.52	119,711.00	58,430.48
Assistant Principal	16,750.00	10,125.00	103,320.00	121,500.00	18,180.00
Assistant Principal	10,000.00	5,000.00	60,075.00	60,000.00	(75.00)
Secretary	9,581.82	15,416.66	70,444.52	185,000.00	114,555.48
Educational Assistants	1,701.18	-	4,252.95	-	(4,252.95)
Bonus Payments	-	233.33	-	2,800.00	2,800.00
Other Salaries & Wages	2,379.50	2,500.00	14,352.00	30,000.00	15,648.00
Social Security	16,271.58	18,530.16	101,732.09	222,362.00	120,629.91
State Retirement	32,345.50	29,435.73	177,319.38	353,229.00	175,909.62
Medical Insurance	24,470.41	13,799.49	211,104.14	165,594.00	(45,510.14)
Dental Insurance	222.61	93.16	3,302.61	1,118.00	(2,184.61)
Unemployment Compensation	2,745.23	854.41	4,275.82	10,253.00	5,977.18
Employer Medicare	3,805.47	3,474.49	23,792.24	41,694.00	17,901.76
Other Fringe Benefits	36.86	25.00	1,269.96	300.00	(969.96)
Advertising	2,038.50	4,166.66	5,570.06	50,000.00	44,429.94
Audit Services	-	1,641.66	19,700.00	19,700.00	-

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
STATEMENTS OF ACTIVITIES - ACTUAL AND BUDGETED

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Communication	378.46	2,083.33	7,337.34	25,000.00	17,662.66
Contracts with Other School Systems	-	2,916.66	-	35,000.00	35,000.00
Data Processing Services	-	83.33	770.00	1,000.00	230.00
Data Processing Services	-	-	84.00	-	(84.00)
Dues & Memberships	105.00	70.82	6,105.46	850.00	(5,255.46)
Janitorial Services	9,640.00	11,791.66	67,480.00	141,500.00	74,020.00
Operation Lease Payments	-	-	(0.18)	-	0.18
Legal Services	-	2,916.66	4,353.00	35,000.00	30,647.00
Maintenance & Repair Serv-Building	10,681.00	-	87,445.36	-	(87,445.36)
Maintenance & Repair Services-Building	-	5,000.00	-	60,000.00	60,000.00
Maintenance & Repair Serv-Equipment	-	416.66	-	5,000.00	5,000.00
Payments to Schools-Lunch	-	83.33	-	1,000.00	1,000.00
Postal Charges	500.00	2,916.66	1,300.00	35,000.00	33,700.00
Rentals	46,275.30	57,570.16	322,564.68	690,842.00	368,277.32
Travel	724.08	12,916.65	76,102.66	155,000.00	78,897.34
Disposal Fees	929.16	1,000.00	6,463.40	12,000.00	5,536.60
Contracts for Substitute Teachers-Non-certified	-	4,166.66	-	50,000.00	50,000.00
Other Contracted Services	24,709.53	16,867.81	149,902.79	202,414.00	52,511.21
Other Contracted Services	-	-	37,000.00	-	(37,000.00)
Plant Oper-Electricity	9,327.50	13,000.00	72,369.06	156,000.00	83,630.94
Instructional Supplies & Materials	936.66	7,083.33	179,627.58	85,000.00	(94,627.58)
Office Supplies	72.96	166.66	7,075.66	2,000.00	(5,075.66)
Textbooks	-	8,750.00	41,713.94	105,000.00	63,286.06
Other Supplies & Materials	8,813.14	12,916.66	37,763.95	155,000.00	117,236.05
Liability Insurance	2,603.01	448.00	15,618.06	5,376.00	(10,242.06)
Premium on Corporate Surety Bonds	187.50	482.83	787.50	5,794.00	5,006.50
Workers' Compensation Insurance	1,825.81	1,510.41	8,897.04	18,125.00	9,227.96
Workers' Compensation Insurance	-	-	11,125.11	-	(11,125.11)
In Services/Staff Development	4,385.44	4,583.33	18,891.42	55,000.00	36,108.58
Other Charges	19,497.69	29,456.48	147,456.79	353,478.00	206,021.21
Interest on Notes	6,800.05	8,750.00	47,772.06	105,000.00	57,227.94
Administrative Equipment	-	-	1,503.07	-	(1,503.07)
Building Construction	-	7,500.00	12,000.00	90,000.00	78,000.00

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
STATEMENTS OF ACTIVITIES - ACTUAL AND BUDGETED

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Building Improvements	-	5,224.41	-	62,693.00	62,693.00
Furniture & Fixtures	-	-	64,728.33	-	(64,728.33)
Regular Instruction Equipment	<u>7,198.50</u>	<u>11,666.66</u>	<u>10,005.12</u>	<u>140,000.00</u>	<u>129,994.88</u>
Total Program Expenses	<u>517,224.80</u>	<u>596,626.81</u>	<u>3,714,790.43</u>	<u>7,159,525.00</u>	<u>3,444,734.57</u>
Change in Net Position	<u>\$ 149,337.28</u>	<u>\$ 0.31</u>	<u>\$ 585,591.53</u>	<u>\$ -</u>	<u>585,591.53</u>

SUPPLEMENTAL INFORMATION

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
SCHEDULE OF ACTIVITIES - ACTUAL AND BUDGETED
MIDDLE & HIGH SCHOOL

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Revenues					
Sale of Materials & Supplies	\$ 3,830.40	\$ 4,166.67	\$ 49,601.63	\$ 50,000.00	\$ (398.37)
Contributions & Gifts	-	166.67	-	2,000.00	(2,000.00)
Other Local Revenue	780.00	-	3,597.08	-	3,597.08
Basic Education Program	438,682.93	431,581.17	2,628,401.12	5,178,974.00	(2,550,572.88)
Other State Revenues	22,300.00	17,333.34	129,000.00	208,000.00	(79,000.00)
Title I - Grants to Local Education Agencies	-	20,907.67	99,333.28	250,892.00	(151,558.72)
Total Revenue	<u>465,593.33</u>	<u>474,155.52</u>	<u>2,909,933.11</u>	<u>5,689,866.00</u>	<u>(2,779,932.89)</u>
Program Expenses					
Principal	21,346.05	17,026.58	116,140.61	204,319.00	88,178.39
Teachers	140,716.41	179,995.75	866,069.58	2,159,949.00	1,293,879.42
Accountants/Bookkeepers	4,593.75	5,250.00	36,108.75	63,000.00	26,891.25
Guidance Personnel	5,250.00	5,250.00	32,925.00	63,000.00	30,075.00
Assistant Principal	16,750.00	10,125.00	103,320.00	121,500.00	18,180.00
Secretary	9,581.82	12,916.66	61,531.30	155,000.00	93,468.70
Bonus Payments	-	233.33	-	2,800.00	2,800.00
Other Salaries & Wages	-	2,500.00	-	30,000.00	30,000.00
Social Security	11,494.30	14,756.08	71,615.75	177,073.00	105,457.25
State Retirement	23,115.08	23,382.24	127,635.41	280,587.00	152,951.59
Medical Insurance	17,319.38	10,299.49	146,787.22	123,594.00	(23,193.22)
Dental Insurance	48.62	93.16	1,753.43	1,118.00	(635.43)
Unemployment Compensation	1,941.91	620.33	2,952.75	7,444.00	4,491.25
Employer Medicare	2,688.22	2,766.83	16,748.90	33,202.00	16,453.10
Other Fringe Benefits	17.48	25.00	766.65	300.00	(466.65)
Advertising	1,867.01	2,500.00	3,622.87	30,000.00	26,377.13
Audit Services	-	1,083.33	19,700.00	13,000.00	(6,700.00)
Communication	378.46	1,250.00	6,521.43	15,000.00	8,478.57
Data Processing Services	-	83.33	770.00	1,000.00	230.00
Dues & Memberships	105.00	29.16	5,525.28	350.00	(5,175.28)
Janitorial Services	7,640.00	9,166.66	50,450.00	110,000.00	59,550.00
Operation Lease Payments	-	-	(0.18)	-	0.18

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
SCHEDULE OF ACTIVITIES - ACTUAL AND BUDGETED
MIDDLE & HIGH SCHOOL

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Legal Services	-	2,500.00	4,353.00	30,000.00	25,647.00
Maintenance & Repair Serv-Building	9,477.41	-	76,790.86	-	(76,790.86)
Maintenance & Repair Services-Building	-	5,000.00	-	60,000.00	60,000.00
Maintenance & Repair Serv-Equipment	-	416.66	-	5,000.00	5,000.00
Payments to Schools-Lunch	-	83.33	-	1,000.00	1,000.00
Postal Charges	-	1,666.66	150.00	20,000.00	19,850.00
Rentals	46,275.30	47,570.16	322,564.68	570,842.00	248,277.32
Travel	531.17	8,749.99	52,530.78	105,000.00	52,469.22
Disposal Fees	929.16	1,000.00	4,044.48	12,000.00	7,955.52
Contracts for Substitute Teachers-Non-certified	-	4,166.66	-	50,000.00	50,000.00
Other Contracted Services	23,608.98	14,999.98	118,298.74	180,000.00	61,701.26
Other Contracted Services	-	-	19,500.00	-	(19,500.00)
Plant Oper-Electricity	9,327.50	10,000.00	70,373.06	120,000.00	49,626.94
Instructional Supplies & Materials	809.72	5,000.00	19,900.11	60,000.00	40,099.89
Office Supplies	72.96	-	2,811.76	-	(2,811.76)
Textbooks	-	5,000.00	4,048.29	60,000.00	55,951.71
Other Supplies & Materials	2,890.15	7,500.00	13,194.85	90,000.00	76,805.15
Liability Insurance	1,301.51	223.00	7,809.06	2,676.00	(5,133.06)
Premium on Corporate Surety Bonds	187.50	274.50	787.50	3,294.00	2,506.50
Workers' Compensation Insurance	-	1,010.41	-	12,125.00	12,125.00
Workers' Compensation Insurance	-	-	5,562.57	-	(5,562.57)
In Services/Staff Development	675.44	3,458.33	8,179.26	41,500.00	33,320.74
Other Charges	19,289.18	28,041.65	136,159.96	336,500.00	200,340.04
Interest on Notes	6,800.05	8,750.00	47,772.06	105,000.00	57,227.94
Administrative Equipment	-	-	1,503.07	-	(1,503.07)
Building Construction	-	7,500.00	12,000.00	90,000.00	78,000.00
Building Improvements	-	5,224.41	-	62,693.00	62,693.00
Furniture & Fixtures	-	-	7,196.00	-	(7,196.00)
Regular Instruction Equipment	7,198.50	6,666.66	7,393.38	80,000.00	72,606.62
Total Program Expenses	<u>394,228.02</u>	<u>474,155.33</u>	<u>2,613,868.22</u>	<u>5,689,866.00</u>	<u>3,075,997.78</u>
Change in Net Position	<u>\$ 71,365.31</u>	<u>\$ 0.19</u>	<u>\$ 296,064.89</u>	<u>\$ -</u>	<u>296,064.89</u>

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
SCHEDULE OF ACTIVITIES - ACTUAL AND BUDGETED
ELEMENTARY SCHOOL

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Revenues					
Community Services-Day Care	\$ -	\$ 416.67	\$ 1,646.00	\$ 5,000.00	\$ (3,354.00)
Lease/Rentals	-	8,000.00	-	96,000.00	(96,000.00)
Sale of Materials & Supplies	-	1,000.00	9,453.59	12,000.00	(2,546.41)
Contributions & Gifts	-	41.67	-	500.00	(500.00)
Basic Education Program	194,568.75	70,702.75	946,584.98	848,433.00	98,151.98
Other State Grants	-	38,028.67	-	456,344.00	(456,344.00)
Other State Revenues	6,400.00	1,916.67	397,764.28	23,000.00	374,764.28
Title I - Grants to Local Education Agencies	-	2,365.17	35,000.00	28,382.00	6,618.00
Total Revenue	200,968.75	122,471.60	1,390,448.85	1,469,659.00	(79,210.15)
Program Expenses					
Principal	11,829.21	7,368.66	89,442.51	88,424.00	(1,018.51)
Teachers	50,167.76	39,375.00	300,338.24	472,500.00	172,161.76
Accountants/Bookkeepers	656.25	-	656.25	-	(656.25)
Guidance Personnel	4,725.92	4,725.91	28,355.52	56,711.00	28,355.48
Assistant Principal	10,000.00	5,000.00	60,075.00	60,000.00	(75.00)
Secretary	-	2,500.00	8,913.22	30,000.00	21,086.78
Educational Assistants	1,701.18	-	4,252.95	-	(4,252.95)
Other Salaries & Wages	2,379.50	-	14,352.00	-	(14,352.00)
Social Security	4,777.28	3,774.08	30,116.34	45,289.00	15,172.66
State Retirement	9,230.42	6,053.49	49,683.97	72,642.00	22,958.03
Medical Insurance	7,151.03	3,500.00	64,316.92	42,000.00	(22,316.92)
Dental Insurance	173.99	-	1,549.18	-	(1,549.18)
Unemployment Compensation	803.32	234.08	1,323.07	2,809.00	1,485.93
Employer Medicare	1,117.25	707.66	7,043.34	8,492.00	1,448.66
Other Fringe Benefits	19.38	-	503.31	-	(503.31)
Advertising	171.49	1,666.66	1,947.19	20,000.00	18,052.81
Audit Services	-	558.33	-	6,700.00	6,700.00
Communication	-	833.33	815.91	10,000.00	9,184.09
Contracts with Other School Systems	-	2,916.66	-	35,000.00	35,000.00
Data Processing Services	-	-	84.00	-	(84.00)

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
SCHEDULE OF ACTIVITIES - ACTUAL AND BUDGETED
ELEMENTARY SCHOOL

	1 Month Ended January 31, 2019 Actual	1 Month Ended January 31, 2019 Budget	7 Months Ended January 31, 2019 Actual	Annual Budget	Budget Variance
Dues & Memberships	-	41.66	580.18	500.00	(80.18)
Janitorial Services	2,000.00	2,625.00	17,030.00	31,500.00	14,470.00
Legal Services	-	416.66	-	5,000.00	5,000.00
Maintenance & Repair Serv-Building	1,203.59	-	10,654.50	-	(10,654.50)
Postal Charges	500.00	1,250.00	1,150.00	15,000.00	13,850.00
Rentals	-	10,000.00	-	120,000.00	120,000.00
Travel	192.91	4,166.66	23,571.88	50,000.00	26,428.12
Disposal Fees	-	-	2,418.92	-	(2,418.92)
Other Contracted Services	1,100.55	1,867.83	31,604.05	22,414.00	(9,190.05)
Other Contracted Services	-	-	17,500.00	-	(17,500.00)
Plant Oper-Electricity	-	3,000.00	1,996.00	36,000.00	34,004.00
Instructional Supplies & Materials	126.94	2,083.33	159,727.47	25,000.00	(134,727.47)
Office Supplies	-	166.66	4,263.90	2,000.00	(2,263.90)
Textbooks	-	3,750.00	37,665.65	45,000.00	7,334.35
Other Supplies & Materials	5,922.99	5,416.66	24,569.10	65,000.00	40,430.90
Liability Insurance	1,301.50	225.00	7,809.00	2,700.00	(5,109.00)
Premium on Corporate Surety Bonds	-	208.33	-	2,500.00	2,500.00
Workers' Compensation Insurance	1,825.81	500.00	8,897.04	6,000.00	(2,897.04)
Workers' Compensation Insurance	-	-	5,562.54	-	(5,562.54)
In Services/Staff Development	3,710.00	1,125.00	10,712.16	13,500.00	2,787.84
Other Charges	208.51	1,414.83	11,296.83	16,978.00	5,681.17
Furniture & Fixtures	-	-	57,532.33	-	(57,532.33)
Regular Instruction Equipment	-	5,000.00	2,611.74	60,000.00	57,388.26
Total Program Expenses	<u>122,996.78</u>	<u>122,471.48</u>	<u>1,100,922.21</u>	<u>1,469,659.00</u>	<u>368,736.79</u>
Change in Net Position	<u>\$ 77,971.97</u>	<u>\$ 0.12</u>	<u>\$ 289,526.64</u>	<u>\$ -</u>	<u>\$ 289,526.64</u>



Memphis School of Excellence Elementary

Memphis, Tennessee

A Charter School Proposal

Submitted by

Read Foundation

April 1, 2015

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GENERAL INFORMATION

NAME OF PROPOSED CHARTER SCHOOL: _Memphis School of Excellence Elementary School

CHARTERING AUTHORITY FOR PROPOSED CHARTER SCHOOL: __Shelby County Schools_____

SPONSOR/SPONSORING AGENCY: _____Read Foundation_____

THE SPONSOR IS A NOT-FOR-PROFIT ORGANIZATION WITH 501(c)(3) STATUS: Yes _X_ No _____ In Process _____

MODEL OR FOCUS OF PROPOSED SCHOOL: __Math, Science, and Technology_____

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: __Muhammet Turkey_____

MAILING ADDRESS: _4450 S Mendenhall Rd St 1 Memphis TN 38141_____

PRIMARY TELEPHONE: (901) 491-6854__ ALTERNATE TELEPHONE: (901) 367-7814 Ex:102_____

EMAIL ADDRESS: __mturkay@sememphis.org_____

NAME OF PROPOSED SCHOOL LEADER (if any): _Muhammet Turkey_____


REPLICATION APPLICATION: Yes _____ No __X_____

Projected Year of School Opening: __2016_____

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Memphis School of Excellence Elementary is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the Office of Open Records Counsel);
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
 - e. requiring any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
7. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Cem Akkus

Printed Name of Authorized Signer

Board President

Title of Authorized Signer

CHARTER SCHOOL APPLICATION

1. ACADEMIC PLAN DESIGN AND CAPACITY

1.1. Mission and Goals

Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measureable terms what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.

Describe the vision and goals of the proposed school and how they will help achieve the school's mission. In this section describe:

- *How the mission and vision of this school will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102.*
- *How the mission and vision of this school addresses any priorities set by the chartering authority.*
- *Specific barriers and/or school needs that may impact student achievement. Explain how this school will help students overcome those specific barriers.*
- *What the school will look like when it is achieving its mission.*

The mission of Memphis School of Excellence-Elementary (MSE-E) is to prepare students for higher learning in a safe, caring, and collaborative atmosphere through a quality learner-centered educational program with a strong emphasis on science, technology, engineering, and mathematics. MSE-E believes an effective and adequate education is necessary for the citizens of the future and relies heavily on a multidimensional academic curriculum in which all core subjects are blended together through various teaching methods while promoting the development of a strong character that supports and respects society. MSE-E's mission statement and our outlined goals relate to the Shelby County Schools' strategic plan, which is based on student achievement, accountability, parent and community involvement, healthy youth development, safety, and diversity.

MSE-E aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. MSE-E is focused on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. The purpose of MSE-E is to foster productive attitudes toward work, family, and community. When students have a positive attitude toward school, their perception of "school" transforms.

Every effort will be made to humanize and personalize the environment in which students learn and to maintain a friendly and wholesome atmosphere that encourages creative expression and a desire to acquire knowledge. The emphasis of the entire instructional program is aimed at meeting the individual needs of each student in order to allow children to develop to their fullest potential. The school establishes an atmosphere in which students develop abilities to generate new thoughts, to think analytically, to draw logical conclusions, and to express thoughts in written and verbal form. It is a function of the school to develop the well-rounded child by fostering aesthetic as well as academic growth through increased awareness and appreciation of the arts and sciences. By instilling in the student a knowledge and appreciation of one's heritage as a member of the American community, as an American citizen, and as a member of a family, the school strives to make the student aware of accountability to oneself and to others.

Since adolescents thrive in an environment of diversity, we will strive to create a diverse learning environment. Diversity is not only a motivating factor, but also an essential element in a well-rounded education. It serves as a key to success in our diverse American society, institutions of higher learning, and inter-connected global economy.

Each and every student at MSE-E will be regarded as a unique, valuable, and vital member of the school community. Individual attention in the form of one-on-one tutoring, intensive counseling, and

individualized goals is key to motivating our students. Cooperation with area universities is an effective means toward enhancing the effectiveness of our tutoring system.

While cherishing the individual choice of each student, the school will focus on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. The school's strong academic program will reduce achievement gaps by eliminating an important cause: the insufficient mastery of basic knowledge and skills required for further academic achievement. MSE-E will use a variety of teaching methods to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, disability, and/or socioeconomic background.

There are specific elements required to accomplish our vision. These include; 1) enriched curricula and authentic assessment, 2) effective school management, 3) parental involvement, 4) technology integration, 5) sound fiscal management, 6) leadership and character development, and 7) safety.

The founders envision an environment where families, teachers, and students communicate on a regular basis in order to optimize the students' educational opportunities, in addition to activities that contribute to the complete personal and social development and personal esteem, such as recreation, athletics and co-curricular and/or extracurricular activities. Affective, cognitive, and linguistic needs of each student will be met; individualized and differentiated educational plans will be developed for each student and collaboration among teachers will be rigorously monitored.

Learning and applying Science, Math, and Technology through projects that are linked to community and family is the means by which students experience personal academic success and emotional growth. Students at MSE-E will have an extended health curriculum that will involve nutrition, health, and fitness. Students will be educated on healthy and safe nutritional habits in our school in order to develop a fit and healthy generation.

MSE-E founders believe that leading by example is the best way to inspire change. Through the development of a school with challenging standards of academic excellence, which results in higher achievement scores; through the inclusion of all students regardless of racial, ethnic background, language barriers, educational classifications, or socio-economic status; and through the demonstrated satisfaction of students and families alike, the impetus for change in the region public schools will be realized.

Strategic Vision of The experienced Operator's existing organization

MSE-E's and Memphis School of Excellence's (MSE) visions are to enable students to succeed in secondary school, college and in the workplace, and to provide an option for students to enter math, science, and engineering careers after college education. This will lead to students becoming productive and responsible citizens, and even Nobel laureates. MSE-E will achieve this through a three-phased approach as outlined below (Figure 1).

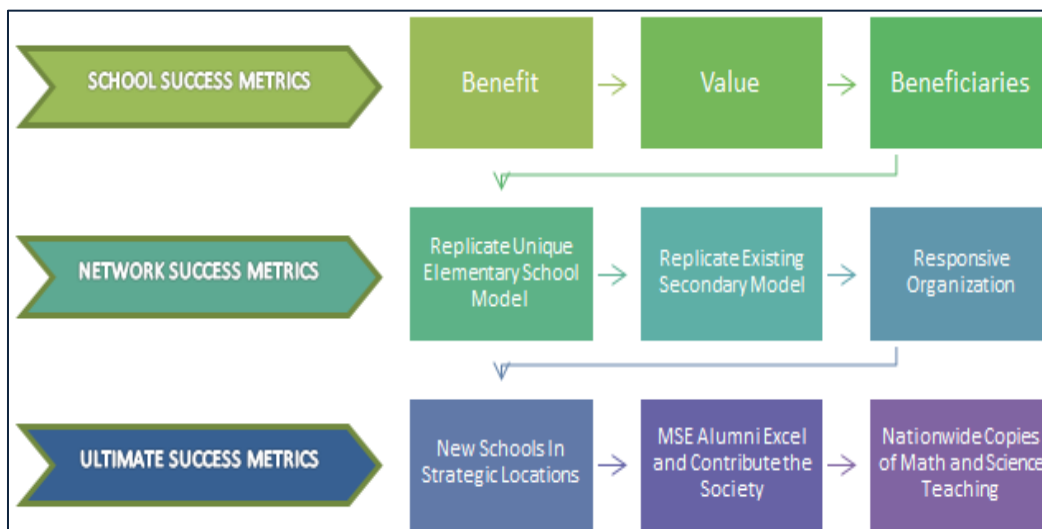
MSE attributes its strong outcomes to three core principles within the school model: a challenging STEM curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. MSE-E will focus math and science centered curriculum by utilizing technology across all of these dimensions to reinforce its school model and curriculum to prepare students to STEM focused consecutive secondary school education.

MSE-E will codify its science/math curriculum for other schools in the state to replicate successful school model with reliability in the highest need area of Tennessee. To do this MSE-E will build its organizational engine, as well as choose school locations carefully. The MSE-E approach will help other schools to serve the goal of indirectly influencing how science and math are taught in the US.

A recent report prepared for members of Congress by the Congressional Research Service highlights a growing concern that the United States is not preparing a sufficient number of students, teachers, and practitioners in the areas of science, technology, engineering, and mathematics (STEM). A large majority

of secondary school students fail to reach proficiency in math and science, and many are taught by teachers lacking adequate subject matter knowledge.

Figure 1: MSE-E and MSE Approach to transforming Education



Challenging curriculum

- MSE's core curriculum rigorous and inquiry based and offers honors and GT coursework.
- The Piaget, Vygotsky, and Gardner-influenced curriculum challenges students just above their current level and provides a basic infrastructure.
- Students are given personalized goals and educational plans to maximize educational outcomes.
- Students experience project-based learning (PBL) as part of core curriculum (math, science, ELA, Social Studies) and in the context of a year-long interdisciplinary project
- MSE's STEM PBL Curriculum will be modified for proposed MSE-E elementary school. The existing STEM PBL Curriculum is available on <http://pbl.MSE-Etx.org/> (Password is required).

Ongoing assessment

- MSE's ongoing assessment system that includes NWEA MAP, College Board Readistep, and Benchmark assessments closely monitors the academic progress of students. The same assessment system which is available for elementary school will be used or modified for MSE-E.
- MSE-E teachers are given flexibility in teaching and are not constrained by the testing focus.
- The mandatory use of the technology-enabled student database by teachers allows for information to be consistently updated.

Culture of high expectations

- Focus on constructive competition enables academic achievement to be the primary student focus.
- The "discipline point system" allow teachers to focus on instruction, not on discipline.
- The student database allows students, teachers and parents to access and monitor discipline history.
- Character education cultivates a community of respect.

MSE strengthened its school model by further developing and codifying its college-preparatory curriculum, fine-tuning its method of grouping students according to their learning styles, bolstering the professional development available to teachers/administrators, and outlining a consistent parental

engagement strategy. MSE-E will allocate responsibilities for these initiatives and constantly monitors progress in the proposed elementary school.

There are a limited number of schools in Memphis that offer a comprehensive elementary and secondary program emphasizing mathematics, science, and technology. MSE tries to strive to play a role in satisfying this need since it was established. MSE offers programs to develop the necessary skills for its students to enroll in Science and Engineering departments in local and national universities; to compete in the increasingly demanding workplace of science and technology; and to contribute to the long-term economic development of the region. MSE-E will prepare elementary students with strong math, science and technology foundation to make them ready continues STEM education in the secondary school.

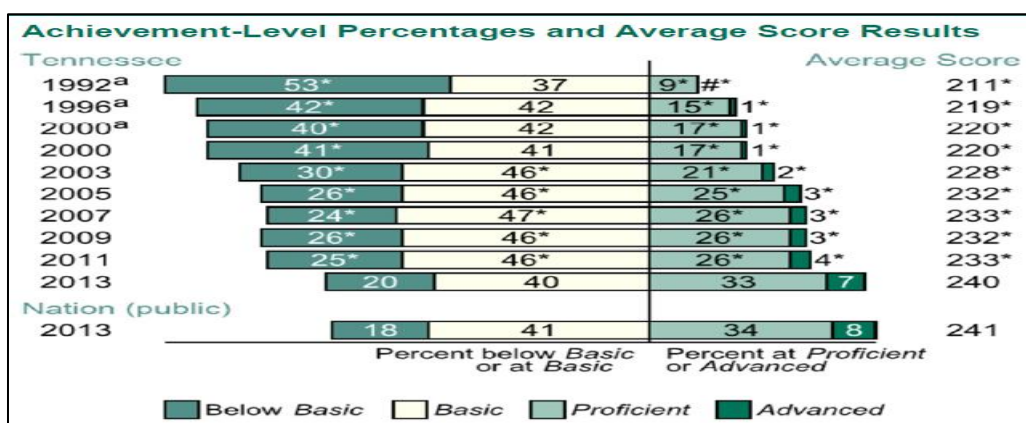
As seen in the following table (Table 1.1 and Table 1. 2) Tennessee is now within one point of the national average on Mathematics and Reading core tests for 4th graders. In 2013, the average score of fourth-grade mathematics students in Tennessee was 240. This was not significantly different from the average score of 241 for public school students in the nation.

Table 1.1: Comparison of Tennessee 4th grade Mathematics and Reading Average scores with National Average scores.

2013 NAEP	Tennessee	National Average
4th grade math	240	241
4th grade reading	220	221

As seen in the following table (Table 1.2), the average score for students in Tennessee in 2013 (240) was higher than their average score in 2011 (233) and in 1992 (211).The score gap between higher performing students in Tennessee (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 41 points in 2013. This performance gap was not significantly different from that in 1992 (41 points).The percentage of students in Tennessee who performed at or above the NAEP Proficient level was 40 percent in 2013. This percentage was greater than that in 2011 (30 percent) and in 1992 (10 percent).There was a constant improvement based on the years. This low performance means that majority of students do not receive program emphasizing mathematic and reading to reach national average level.

Table 1. 2. The Nations Report Card for 4th Grade Mathematics 2013 State Snapshot Report



As seen in the following table (Table 1. 3), the average score of fourth-grade reading students in Tennessee was 220. This was not significantly different from the average score of 221 for public school students in the nation. The average score for students in Tennessee in 2013 (220) was higher than their average score in 2011 (215) and in 1992 (212).The score gap between higher performing students in

Tennessee (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 47 points in 2013. This performance gap was not significantly different from that in 1992 (46 points). The percentage of students in Tennessee who performed at or above the NAEP Proficient level was 34 percent in 2013. This percentage was greater than that in 2011 (26 percent) and in 1992 (23 percent). The percentage of students in Tennessee who performed at or above the NAEP Basic level was 67 percent in 2013. This percentage was greater than that in 2011 (60 percent) and in 1992 (57 percent).

Table 1. 3. The Nations Report Card for 4th Grade Reading 2013 State Snapshot Report

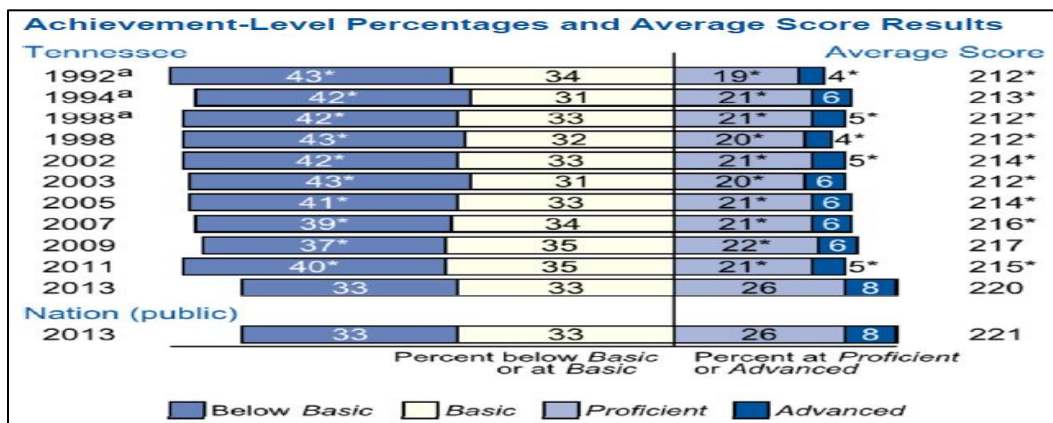


Table 1.4 through Table 1.7 the data shows Tennessee Department of Education Report Cards 2012 to analyze gap data for mathematics and Reading/ Language art. They also compare the percentages of student populations that are proficient, below and advance in 3rd grade mathematics, reading tests. As it is seen, African American and economically disadvantage student populations have very big gap data % with a low target gap reduction (Table 1.4 and 1.5). Similarly African American, Hispanic and economically disadvantage student populations are below the target percentages of proficiency in 3rd grade Mathematics and very Reading (Table 1.6 and 1.7). Because majority of student population in Shelby County schools made up of African American students and Hispanic students (Table 1.9). Tennessee Department of Education Report Cards 2012 shows that schools did not meet AYP in elementary school grades Reading test for African American and Economically Disadvantaged students. In overall , state school didn't met targeted goals in 3rd grade and 3-8 grade reading test (Table 1.8).It is important to offer a high achieving, goal oriented, and rigorous academic program for all students in elementary schools.

Table 1. 4. Tennessee Department of Education Gap Data for Mathematics

Gap Data: Math				
	2011	2012	2012	2012
Subgroup	% Gap Size	Target Gap Size	Target Gap % Reduction	% Gap Size
All Students v. African American/Black, Hispanic, Native American	15.50	14.4	1	15.90
Economically Disadvantaged (ED) v. Non-ED	26.30	24.7	1.6	27.00
Limited English Proficient (LEP) v. Non-LEP	16.90	19.4	1.3	17.40
Students with Disabilities (SWD) v. Non-SWD	14.50	13.7	0.9	18.20

Table 1. 5. Tennessee Department of Education Gap Data for Reading/ Language Art

Gap Data: Reading/Language Arts				
	2011	2012	2012	2012
Subgroup	% Gap Size	Target Gap Size	Target Gap % Reduction	% Gap Size
All Students v. African American/Black, Hispanic, Native American	17.70	16.6	1.1	17.10
Economically Disadvantaged (ED) v. Non-ED	30.00	28.2	1.9	29.50
Limited English Proficient (LEP) v. Non-LEP	28.90	31.4	2.1	28.50
Students with Disabilities (SWD) v. Non-SWD	17.70	16.7	1.1	19.70

Table 1. 6. Tennessee Department of Education AYP Summary Table for Grade 3 Mathematics

Achievement Data: Math , Grade 3				
Subgroup	2011		2012	
	% Below Basic	% Prof & Adv.	% Below Basic	% Prof & Adv.
All Students	9.10	51.00	8.00	55.00
African American	17.70	31.30	15.30	36.10
Asian	3.00	75.70	2.80	79.40
Hawaiian/Pacific Islander	8.90	63.30	1.50	65.20
Hispanic	9.90	40.70	8.30	44.80
Native American	11.60	45.10	6.60	56.60
White	6.20	58.30	5.50	62.20
Black,Hispanic, or Native American	15.90	33.50	13.50	38.40
Economically Disadvantaged	13.00	39.50	11.30	43.80
Non-Economically Disadvantaged	3.40	68.20	3.10	71.80
Students with Disabilities	19.40	38.20	15.50	40.90
Non-Students with Disabilities	7.70	52.80	6.70	57.40
Limited English Proficient	11.80	35.70	9.80	40.00
Non-Limited English Proficient	9.00	51.90	7.80	56.00

Table 1. 7. Tennessee Department of Education AYP Summary Table for Grade 3 Reading

Achievement Data: Reading/Language Art , Grade 3				
Subgroup	2011		2012	
	% Below Basic	% Prof & Adv.	% Below Basic	% Prof & Adv.
All Students	13.30	43.00	11.30	45.90
African American	24.10	26.50	20.20	28.80
Asian	6.10	64.10	5.10	67.60
Hawaiian/Pacific Islander	12.70	54.40	5.30	63.40
Hispanic	20.10	29.90	16.80	32.40
Native American	14.50	34.30	12.10	46.10
White	9.00	49.60	7.80	52.80
Black, Hispanic, or Native American	23.10	27.30	19.20	29.90
Economically Disadvantaged	18.90	31.10	16.20	33.80
Non-Economically Disadvantaged	4.80	61.00	4.20	64.00
Students with Disabilities	25.30	31.30	22.70	34.90
Non-Students with Disabilities	11.60	44.70	9.50	47.70
Limited English Proficient	25.40	22.90	21.70	25.00
Non-Limited English Proficient	12.60	44.20	10.70	47.20

Table 1. 8. Tennessee Department of Education Achievement Summary Data for Goal Met

Achievement	3rd Math	3rd Reading Language	3-8 Math	3-8 Reading Language
Goal Met	Yes	No	Yes	No

Table 1.9. Shelby City School Student Body Demographics.

Student Body Demographics		
	# of Students	% of Students
African American	17,116	37.4
Asian / Pacific Islander	2,278	5.0
Hispanic	2,300	5.0
Native American / Alaskan	95	.2
White	23,916	52.3
Economically Disadvantaged	17,536	38.6

MSE-E will provide alternatives for parents, especially for those who would like their children to be educated with an orientation in a particular subject area. Because of its small size and friendly environment, MSE-E will draw parents to school in larger numbers more than a traditional public school. Specifically, MSE-E will offer parents and students more options to participate in an academic setting in a more dynamic manner.

MSE-E will allow room for flexibility, creativity, and fine tuning in school policies, curriculum, and management based on local needs. While keeping state standards and benchmarks as a guiding tool, MSE-E will implement additional programs to meet the individualized needs of their students, parents and teachers. The small classroom and school size will help to maintain a low faculty: student ratio (1:15) to achieve targeted performance goals.

In order to ensure academic success for all students, MSE-E will enlist the support of all stakeholders, including parents, teachers, students and community members, whether that success involves the struggling student who needs targeted assistance or the advanced student with a strong foundation ready to excel. When considering academic success, this can include the support of struggling students, as well as advanced classes for those with a strong foundation and who are ready to excel. Students are provided with a mentor to regularly review academic successes and challenges, and to discuss any obstacles. Struggling students are immediately assigned to tutorials, either one-on-one or small group sessions that provide guided instruction to close learning deficits.

In addition to mentors and tutoring, home visits are an integral part of developing a strong relationship between teachers, students and parents or guardians. All MSE-E students are given the option of a home visit by at least one staff member. These visits provide the teacher and/or administrator with a clear picture of the students' home life, often leading to an ability to better understand and offer support before, during and after school. Parents are able to ask questions of the visiting staff members, often sharing challenges and concerns as a result of the trust developed. Many students are very excited and energized when teachers take the time to connect with students during the home visits.

The connection to the home and student accountability is reinforced with our discipline point system and school database. Teachers and administrators assign points to students for infractions such as discipline matters, improper dress, and failing to return homework assignments. Each infraction is assigned points, with the points being totaled and reported to parents each week. If students reach a certain number of points they will receive detention or a greater punishment, depending on the severity. Students who do not receive any points receive a notice indicating their positive behavior.

Character Education classes are currently offered at MSE secondary school, a practice that will continue at MSE-E. Specific character education plans and expectations are set into place for MSE-E. Through character development, students will foster strong character skills to guide strong academic, emotional, and social behavior. The objective of the Character Education Program is to encourage students to take responsibility for their actions, to familiarize them with good character traits, to place role models before them, and to help develop good citizens with high ethical values. The program will utilize five widely used resource guides: Second Step, Character Counts, Good Character, Project Wisdom, and Character Education Partnership.

All students will receive weekly character education classes. Formal classes will take place once per week; however, all campus staff members will always seize opportunities for an impromptu character education class when life's teachable moments arise. Specifically, the character education program will focus on the following main principles:

- Your character is defined by what you do, not what you say or believe.
- Every choice you make helps define the kind of person you are choosing to be.
- Good character requires doing the right thing, even when it is costly or risky.
- You don't have to take the worst behavior of others as a standard for yourself.
- You can choose to be better than that.
- What you do matters and one person can make a big difference?
- The payoff for having good character is that it makes you a better person and it makes the world a better place.

Additionally, the campus will choose a specific character trait as a focal point for the week, including these traits and topics in classroom discussions, family communication. The staff and students will recognize and highlight peers and faculty members as these traits are put into action.

Enrollment Summary

Complete the enrollment chart below and provide a rationale for the grades served and grades served upon opening, and an enrollment growth plan.

GRADE LEVEL	NUMBER OF STUDENTS					
	YEAR 1 2016-2017	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY 2022
K	75	75	75	75	75	75
1	75	75	75	75	75	75
2	75	75	75	75	75	75
3		75	75	75	75	75
4			75	75	75	75
5				75	75	75

ANTICIPATED DEMOGRAPHICS	% OF ECONOMICALLY DISADVANTAGED STUDENTS	% OF STUDENTS WITH DISABILITIES	% OF ENGLISH LANGUAGE LEARNERS
85% African American 13% Hispanic, 1% White, 1% Asian	85	10	10

1.2. School Development

Provide an overview of the design and development of your proposed school.

- Describe how the concept of your proposed school emerged and detail the process/steps taken to develop your plan from abstract idea to concrete proposal. [Optional: Include the timeframe for each task (i.e., research, drafting, etc.).]
- Detail who participated on the design team and explain the specific roles, responsibilities and contributions of each design team member.
- If an existing school or organization, provide a summary of how teachers, staff, administrators, parents and where applicable, students, participated in the development of the school plan.

Table 1.8.a: Time Table and Tasks for Implementation(Application,Governance,Educational Prog.)

TIME TABLE AND TASKS FOR IMPLEMENTATION OF THE CHARTER			2015					2016										
AREA	CATEGORY	TASK	Apr	May	Jun	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Charter Application and Contract	Application Process	Preliminary Exploration of Application																
		Initial draft of application																
		Obtain Assistance and Feedbacks																
		Submit application to local board and TDOE																
	Oversight																	
		Reatin Legal Counsel																
		Solidify facility Plans																
		Plan Marketing Campaign																
		Finalize Charter Agreement																
		Submit Start-Up grant Application																
Governance	Finalize Board Local Membership																	
		Read Foundation board will be Governing Board																
		Identify additional, needed roles																
		Talk to prospective candidates																
		Nominate Prospective candidates																
		Approve prospective candidates																
	Educational Program	Curriculum Planning																
			Identify curriculum planning team															
			Refine effective entering level															
			Refine target grade level															
Define content standard per grade																		
Define performance standards/grade																		
Refine Core Knowledge sequence																		
Define units per grade																		
Coordinate for interdisciplinary inst.																		
Define mini-course contents																		
Select textbooks and materials																		
Verify and order materials																		
Administer Diagnostic Test																		
Analyze test results																		
Educational Program	Assessment	Use information to revise curriculum																
		Investigate online assessment options																
		Create performance assessments																
	Develop Character Program																	
		Refine Core Values																
		Refine discipline policy																
		Create student covenants																
	Special Education	Create weekly performance cards																
		Create weekly performance reports																
		Discuss services with cooperative																
		Review Sped discipline policy																
		Secure counsel and review policies																
Enrichment and Remediation																		
	Define enrichment program details																	
	Define remediation program details																	
Operational Programs																		
	Finalize schedule																	
	Finalize calendar																	
	Develop weekly progress reports																	

Table 1.8.b: Time Table and Tasks for Implementation (Financial, Operation)

TIME TABLE AND TASKS FOR IMPLEMENTATION OF THE CHARTER			2015					2016											
AREA	CATEGORY	TASK	Apr.	Jun	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
Financial	Set-Up																		
		Open bank account																	
		Secure accountant																	
		Create budget																	
		Create controls and fiscal policies																	
		Set up system																	
		Establish/ modify payroll system																	
		Establish revenue transfers																	
	Refine budget																		
		Input specific costs as known																	
		Refine pre-opening budget																	
		Refine operating budget																	
		Refine 5-years rolling plan																	
Operations	Understand Contracting Requirements																		
		Obtain Insurance																	
		Investigate options																	
		Obtain quotes																	
		Select vendors																	
	Set up food services																		
		Investigate options																	
		Obtain quotes																	
		Select vendors																	
	Contracted Services																		
		Trash removal																	
		Custodial services																	
	Transportation																		
		Understand requirements																	
		Investigate options																	
		Obtain quotes																	
		Select vendors																	
	Purchasing																		
		Develop procedures																	
		Investigate donated options																	
		Furniture																	
		Technology																	
		Instructional materials																	
		Office materials																	
	Administration																		
		Procure school management system																	
		Create/modify master database																	
	Communications																		
		Define phone, internet, fax needs																	
		Investigate options																	
		Obtain quotes																	
		Select vendors																	
		Installing lines and equipment																	

Table 1.8.c: Time Table and Tasks for Implementation (Facility)

TIME TABLE AND TASKS FOR IMPLEMENTATION OF THE CHARTER			2015												2016											
AREA	CATEGORY	TASK	Apr.	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug							
Facility																										
	Identify sites																									
		Identify possible sites																								
		Continue monitoring alternatives																								
	Plan for selected site																									
		Submit letter of intent																								
		Negotiate contract																								
		Conduct feasibility study																								
		Review codes /ordinances																								
		Obtain permits																								
		Contract with architect																								
		Preview with regulatory office																								
		Develop architectural plan																								
		Finalize renovation cost																								
	Arrange Financing for Selected Site																									
		Coordinate with site owner																								
		Meet with possible bankers																								
		Investigate bond financing																								
	Renovate Selected Site																									
		Hire contract(s)																								
		Hire project manager																								
		Required code changes																								
		Major construction/ renovation																								
		Plumbing																								
		HVAC																								
		Wiring / Lighting																								
		Windows / Safety glass																								
		Kitchen Facility																								
		Locate / design play area																								
		Landscaping																								
		Signage																								
		Acoustics																								
		Final building inspection																								
		Obtain certificate of occupancy																								
	Safety Plan																									
		Identify all safety needs																								
		Fire safety inspection																								
		Fire drill policy																								
		Drinking water																								
		Drinking water test																								
		Cafeteria Health Inspection																								
		Traffic management																								
	Site Set-Up	Traffic signs																								
		Technology installation																								
		Move in furnishing																								
		Set up classrooms																								

Table 1.8.d: Time Table and Tasks for Implementation (Personnel)

TIME TABLE AND TASKS FOR IMPLEMENTATION OF THE CHARTER										2015					2016					
AREA	CATEGORY	TASK	Apr.	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
Personnel																				
	Personnel Policies																			
		Determine exact benefits package																		
		Modify salary schedule																		
		Modify performance assessment sys.																		
		Develop / modify contracts																		
		Develop / modify staff handbook																		
	Principal Search																			
		Begin search in the system																		
		Develop criteria																		
		Develop process details																		
		Advertise position																		
		Screen resumes																		
		Interview candidates																		
		Offer position																		
		Teacher and Other Staff Search																		
	Begin word-of-mouth search																			
	Develop criteria																			
	Develop Process Details																			
	Advertise position																			
	Screen Resumes																			
	Interview candidates																			
	Observe in classroom																			
	Hiring Process																			
		Call references																		
		Background check																		
		Offer position																		
		Hire and make at-will agreement																		
	Identify/ Obtain other Staff/ Services																			
		Operations Manager																		
		Special Education																		
		Social work																		
		Nursing																		
		Emergency health																		
	Professional Development																			
		Plan programs																		
		Identify / obtain trainers																		
		Obtain space																		
		School orientation																		
		Stanford's-driven curriculum																		
		Core Knowledge																		
		Direct Instruction																		
		First Aid and CPR																		
		Recruitment and Enrollment																		
			Develop materials																	
	Undertake mass mailing																			
Follow-up to mailing																				

Table 1.8.e: Time Table and Tasks for Implementation (Personnel cont., School Polc. Fundraising)

[illegible]

1.3. Academic Focus and Plan

Academic Focus:

Describe the academic focus of the school. Tennessee law describes an academic focus as “a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia.” (T.C.A. § 49-13-104).

Academic Plan:

Outline the school’s academic plan, defined by the law as “a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials and curriculum that will be used to provide students with knowledge, proficiency and skills needed to reach the goals of the school.” (T.C.A. § 49-13-104). In this section:

- Articulate how the academic focus supports the school’s mission.
- Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or other important features of the proposed school.
- Describe research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.
- Detail the proposed instructional goals and methods.
- List specific requirements for implementing the particular approach used, such as co-teaching or aides, technology needs, physical space, etc.
- Explain why the instructional strategies are well-suited for the targeted student population.
- Explain how the academic plan will meet the needs of students with disabilities, English language learners and accelerated or gifted students.
- Explain how the academic plan aligns with Tennessee’s academic standards.
- Describe how the school will implement Response to Instruction and Intervention (RTI²) procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance.

MSE-E believes that each and every child has a natural curiosity and love of learning and also each and every child has a distinct intelligence, level of aptitude, and learning style. Academic focus in MSE-E will help students develop their essential skills and ethical values and learn how to meet their potential. MSE-E places strong emphasis on STEM education (Science, Technology, Engineering, and Mathematics); therefore, several programs have been incorporated into the mainstream curriculum to promote STEM education among the underserved populations. Project Based Learning, Robotics and Engineering, and other programs have been integrated into the campus programs to provide distinct graduation pathways and career opportunities for MSE-E students.

MSE-E will build on the powerful programs and college-preparatory focus which is already in place at MSE to create even more personalized learning environments for students that will facilitate deep learning and responsive, targeted instruction required to ensure all of our students will be graduate from high school and will be college & career ready. To accomplish this, MSE-E will implement the following three new key strategies:

1. Implement a cross-disciplinary, multi-sensory, technology-enabled blended curriculum that integrates standards-based learning and project-based learning (PBL)
2. Institute a “custom day” schedule whereby students receive 2 hours a day of targeted instruction on three flexibly tracked paths: receive remediation and extra support in math and English Language Arts; choose math or ELA enrichment; or pursue electives in areas of interest;
3. Develop and build out our data system and dashboards to provide real-time data to inform the first two strategies (and our system more broadly), and to support students in setting goals and creating personal learning plans.

Blending standards-based and project-based learning: The MSE-E educational model addresses the need we identified for our students to engage even more deeply with content in core subjects.

Highlighting the STEM areas, we believe that instituting a cross-disciplinary multi-sensory approach will lead to higher levels of student engagement in core subjects through students being able to determine the focus of their intellectual exploration and the specifics of their products based on their own unique interests. The student-driven projects will align to Tennessee’s academic standards and require students

to go deep into the content and apply their knowledge using higher-order skills such as analysis and interpretation as they engage in the complex tasks and performance assessments that will be required in this project.

The academic program aims to prepare students for college. It is imperative that our students are prepared for upper grades with the skills that will take them to college and career success.

Each and every student will be regarded as a unique, valuable, and vital member of the school community. Individual attention in the form of differentiation, interventions, blended learning strategies, intensive counseling, and personalized goals is the key to motivating our students.

While cherishing the individual choice of each student, the school will focus on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. The school's strong academic program will reduce achievement gaps by eliminating an important cause: the insufficient mastery of basic knowledge and skills required for further academic achievement. The school will use a variety of teaching methods to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, disability, and/or socioeconomic background.

There are specific elements required to accomplish our academic vision, which include; 1) enriched curriculum 2) standardized and authentic assessment tools used together, 3) an effective intervention model 4) technology integration and blended learning, 5) professional development 6) instructional supervision through frequent class visits 7) parental involvement

The founders envision an environment where families, teachers, and students communicate on a regular basis, in order to optimize the students' educational opportunities in addition to activities that contribute to the complete personal and social development and personal esteem, such as recreation, athletics and co-curricular and/or extracurricular activities. Affective, cognitive, and linguistic needs of each student will be met; individualized and differentiated educational plans will be developed for each student and collaboration among teachers will be rigorously monitored.

There is research showing how the seven key components of the academic plan increase student academic performance.

1. Enriched curriculum:

The purpose of enriched learning environment is to provide all students with access to an engaging and stimulating curriculum where they could thrive and grow (Beecher & Sweeny, 2008). Accordingly, when students' interests and choices are related to their own learning, their engagement and learning increase (Reis & Fogarty, 2006; Siegle & McCoach, 2005).

2. Standardized and authentic assessment tools used together:

Most standardized tests are summative and measure how well students have already met pre-established benchmarks of learning at specific point in time. Some of them are formative and give the teacher the information needed to adjust curriculum for each and every student in the class.

Authentic assessment falls most closely into the formative category but focuses on the documentation and analysis of a student's actual work collected over time in his or her real world environment (Little Prints, 2012). It emphasizes students' successes rather than failures. The key point in authentic assessment is that teachers collect student work samples combined with their observations in each student's portfolios. These help teachers adjust their instructions and assess student performances. There is evidence that the use of an alternative assessment can positively impact child outcomes (Grisham-Brown et al., 2006).

3. An effective intervention model

A recent meta-analysis of Response to Intervention research found large effects for both systemic (e.g., reductions in special education referrals) and student outcomes (e.g., increased reading scores) (Burns, Appleton, & Stehouwer, 2005)

4. Technology integration and blended learning

A recent research showed that use of blended learning in classrooms increase in-depth learning and extend the learning beyond the classroom (Gupta, 2014). In addition, students take the ownership of their

learning as well as they developed some important skills such as time management, metacognition, and learning to learn.

5. Professional development

Research indicates that traditional workshop-style training sessions during a school year does not help teachers in terms of teaching and student learning (Darling-Hammond et al., 2009). On the other hand, professional development works when it occurs over time and regularly during a school year. For example, teachers transfer skills when they are coached often (Banilower, 2007).

6. Instructional supervision through frequent class visits

There has always been a continual emphasis on student outcomes and state and national standards. Therefore, supervision of instruction is an indispensable function that inspires good teaching and promotes student learning. Indeed, when it is done properly, instructional supervision has been linked to the overall improvement in the quality of educational environment (Drake & Roe, 2003).

7. Parental involvement

There is a sizable body of research supporting the involvement of parents in educational settings and activities because when parents are involved in their children's learning and school activities, students improved their academic success and attitude towards their schools and teachers (Hara & Burke, 1998).

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The mission of Memphis School of Excellence is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals. Memphis School of Excellence's school model is rigorous (prepares students for college), relevant (reinforces math and science skills) and is underpinned by a tight web of relationships (a strong culture reinforced by teachers

and parents). Student achievement/outcome will be built on 3 core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. Memphis School of Excellence will utilize technology across all of these dimensions to reinforce its school model and curriculum.

Methods of instruction

At the Memphis School of Excellence, students will be exposed to a wide range of instructional methods based on student needs, nature of the lesson, and availability of resources. Students will always be at the center of education. Students will be provided with opportunities to expand their mental and physical abilities in socially acceptable activities. Students and teachers will be considered as partners in the student's educational program, where there will be mutual respect and support. We believe that addressing students' successes and setbacks are equally important for the students' growth. Because thought and expression develop out of experience, learning should nurture a sense of caring for other people and the environment. The following list is examples of teaching methods that will be utilized by the instructional staff throughout the year at the Memphis School of Excellence.

The Thematic Approach will be used as the basis for planning the academic year. The theme topic will be driven by student interest and group consensus. Once a theme topic is chosen, a variety of core activities across the curriculum will be brainstormed by group members. Students will then examine these activities and choose several to complete, based on time constraints, group and individual interest, availability of camp and community resources, and general compatibility with the school program. The group will then set a schedule of completion with input from program, education, and other support staff.

Cooperative learning will be integral and essential to all learning experiences. Success will be measured at the group level as well as the individual level. Group work and portfolio work will be an essential part of the program, so it will become a natural part of instructional opportunities as well.

Goal-setting will be another strategy; students will be expected to write long-term and short-term goals for every aspect of their education. Educational goals will be evaluated during every semester. Goals will be expected to be realistic, reliable, and measurable.

Individualized instruction will be one of the most important instructional strategies of HSE School, which will be provided to students all the time they need. It will be accommodated in group settings because of the favorable student/teacher ratio. Each student's education plan will be individualized according to his or her education, emotional, and psychological needs.

By using a multi-sensory approach to learning, students will be provided opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

In role modeling, teachers will actively participate in the daily routine and educational process of the group. The power of role modeling is especially important in demonstrating a respect for others and the environment.

Modular Instruction: A learner-centered and self-directed learning experience will be designed for individuals or for small teams in the school. Learning teams will be randomly assigned so cooperation will be required of students who may be from diverse backgrounds or groups. Simulation is a learning process that involves students as participants in role-playing presentations and/or problem-solving games imitating real-life situations or workplace environments will be used as instructional strategies.

Integration of technology into curriculum and constructivist learning: A recent change in the area of learning and teaching is due to the emerging concept of human, knowledge and learning that refers to cognition-based views on learning and to constructivism in particular. If constructivist principles are implemented in teaching practices, they will certainly have an effect on teachers' and students' roles. The

modern concepts of learning emphasize the students' responsibility for their own learning and their active role in seeking and using information. The role of the teacher changes from being an information-transmitter into being an instructor who guides the students. This innovation is a great step towards individualizing education.

Technology will contribute to (1) student learning through involvement with authentic, challenging tasks; (2) professionalization of teachers; and (3) creation of a culture that supports learning both in the classroom and beyond the school walls.

The Memphis School of Excellence believes that each child has a natural curiosity and love of learning and that each child has a unique intelligence, level of capability and learning style. The school will have a strong emphasis on STEM education and therefore several programs have been incorporated into the mainstream curriculum to promote STEM education among the underserved populations. Each classroom will have learning systems in place for teachers to have effective small group interventions. The classrooms will be of adequate space for the teachers to group students.

The Memphis School of Excellence's school model allows room for flexibility, creativity, and fine tuning in school policies, curriculum, and management based on local needs. While keeping state standards and benchmarks as a guiding tool, Memphis School of Excellence will implement additional programs to meet the individualized needs of their students, parents and teachers. The small classroom and school size helps to maintain a low faculty: student ratio to achieve certain performance goals listed above. The educational philosophy and specialized mission of Memphis School of Excellence is aiming to foster an entrepreneurial spirit that will create a productive educational community. The small number of students and a small sized campus will enable the administration to implement a firm discipline policy, provide supervision on campus, and avoid circumstances that jeopardize safety by applying measures to take certain precautions in an unlikely emergency situation.

While implementing the academic plan, MSE-E will consider diverse needs of all students and differentiate the instruction based on the specific needs.

For ELLs, the cognitive, affective and language needs will be addressed. The acquisition of language will take place in a structured, non-threatening environment where each student's language and culture are valued, and where confidence and self-assurance are instilled; lessons will include controlled vocabulary allowing students to gradually acquire the necessary language and content skills to succeed in grade level objectives and become lifelong learners.

For students with disabilities, the MSE-E campus will provide support services based on their Section 504 plans and IEPs. This instructional support will include a wide array of services such as targeted accommodations, small group instruction, resource room services, inclusion and other support services which may include related services implemented in a continuum.

MSE-E will also service the needs of gifted and talented students in a variety of settings using various instructional strategies discussed in the academic plan. For instance, project based learning will be utilized so that these students will be challenged to foster their critical thinking skills.

K-5 Mathematics Curriculum

Memphis School of Excellence uses a curriculum which is aligned to the Common Core State Standards. Teachers use a variety of supplemental and instructional materials to produce a curriculum which is rich in hands-on and higher level learning opportunities for students. The math instruction provides the students with regular opportunities to make real-life applications to daily math lessons. The K-5 mathematics standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.

K-5 Mathematics Resources

All of the following primary and supplemental resources are based on the Common Core standards. These resources are organized to provide teacher support for a variety of students including English

language learners, special needs, gifted and talented students, and a variety of learning styles. Memphis School of Excellence encourages the use of technology within these resources and materials to create a 21st century skills classroom environment.

- Houghton Mifflin Harcourt Go Math - This is our guiding curriculum used for initial instruction.
- Rocket Math (K-5) – This resource builds fact fluency in addition, subtraction, multiplication, and division.
- Motivation Math (1-5) – This resource provides content support to build problems solving skills and reinforce the concepts being taught.
- Measuring Up (3-5) – This resource provides reteach lessons for intervention and additional support for students.
- Activities to Undo Math Misconceptions (K-2) – This is a helpful resource for teachers to help a student who is having trouble with a particular math objective. It gives activities and helpful hints.
- Connecting Arithmetic to Algebra (K-5) – This is a resource for teachers to help with connecting arithmetic to algebra.
- Good Questions: Ways to Differentiate Mathematics by Marian Small

This is a resource for teachers that will help to facilitate higher level thinking skills through open ended questions that can be adapted to fit the math objective.

English Language Arts

Our academic plan for English Language Arts aligns with Tennessee's academic standards as the resources we will be using are aligned with the Common Core State Standards, which are the foundation for Tennessee's State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

Comprehending a text involves actively creating meaning by building relationships among ideas in text, and between the text and one's knowledge, beliefs, and experiences (Wittrock, 1990).

In Memphis School of Excellence Elementary, our goal is to develop students with strong literacy skills, allowing for reading and writing in multiple genres, and in all modes of communication. In accordance with the National Council of Teachers of English position statement on the 21st Century Literacies, we expect MSE-E students to:

- Develop Proficiency with the tools of technology
- Build relationships with others to pose and solve problems collaboratively and cross-culturally
- Design and share information for global communities to meet a variety of purposes
- Manage, analyze, and synthesize multiple streams of simultaneous information
- Create, critique, analyze, and evaluate multi-media texts
- Attend to the ethical responsibilities required by these complex environments

To support this goal, we provide students with high-quality instruction in a variety of texts, genres, and various modes of access to these texts. Our approach to reading instruction follows the National Reading Panel Report which emphasizes the Five Essential Components of Effective Reading Instruction:

Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Teachers deliver lessons using the gradual release model of instruction, first modeling skills and strategies in reading and writing, followed by a scaffolded instruction phase where students and teachers work in collaboration toward student independence. Through the gradual release method of instruction, students gain the skills and confidence necessary for independent work.

Our reading and writing curriculum instruction are based on locally developed curriculum and instructional resources which are aligned with the Common Core State Standards.

K-5 ELA Resources

Journeys Common Core Reading Curriculum – Houghton Mifflin Harcourt

Students in Grades K-5 utilize this program, which provides multiple resources for effective instruction that includes explicit foundational reading and language arts skills and strategies. Journeys also provides a close reading format with a variety of authentic texts, where students learn in a format that facilitates deep comprehension through reading various grade level appropriate texts, authors and engaging topics. It also provides multiple opportunities for differentiation with whole and small group instructional material.

Empowering Writers – Empowering Writers, LLC

K-1 students use the “Getting Ready to Write, Building Foundational Skills for the Common Core” Guide; Grades 2-3 use the “Comprehensive Narrative Writing Guide” and Grades 4-5 utilize the “Comprehensive Narrative and Expository Writing Guides” to support writing instruction. The K-1 guide lays the foundation for recognizing genre and purpose (narrative, expository and opinion writing) and teaches students how to express their ideas through writing. The “Comprehensive Narrative Writing Guide” provides a comprehensive narrative writing curriculum for teaching the character/problem/solution, personal experience, imaginative and creative narrative stories. It provides teachers with explicit techniques for teaching organization, entertaining beginnings, in-depth/engaging details and memorable conclusions. The “Comprehensive Expository Writing Guide” also provides teachers with explicit techniques, unique to expository writing for teaching: introductions with effective lead and topic sentences, tools for helping students maintain organization through powerful main idea and detail building techniques, along with strategies for writing “how to” and compare/contrast pieces. After receiving a great deal of modeling and guided practice, students begin to successfully employ the techniques in their own writing.

Kamico Connection to Literature - Kamico Instructional Media, Inc.

K-5 students use the “Connection to Literature” series. “KAMICO® Instructional Media, Inc.'s study guides provide support for integrated learning, academic performance, and positive behavior. Students become active participants in the learning process as they gain an appreciation of literature. Vocabulary and spelling development, reading comprehension, writing composition, math problem solving, social studies activities, science investigations, fine arts activities, and technology applications are all created around content contained in a popular children's book or young adult novel.” – Kamico Instructional Media, Inc.

Guided Reading Libraries – Leveled libraries are provided with texts ranging from the most basic level, through eighth grade. Students receive instruction in and opportunities to participate in guided reading lessons, literature circles, and book clubs.

Classroom Libraries – All classrooms contain an extensive collection of trade books and magazines to provide ample opportunities for students to find and read books they want to and are able to read independently. Some of these titles may also be used for the Accelerated Reader program.

K-5 Science Curriculum & Approach to STEM Education

According to the National Academic Press, “Scientific literacy means that a person can ask, find, or determine answers to questions derived from curiosity about everyday experiences. ... has the ability to describe, explain, and predict natural phenomena. ... is able to read with understanding articles about science in the popular press and to engage in social conversation about the validity of the conclusions. ... can identify scientific issues underlying national and local decisions and express positions that are scientifically and technologically informed. ... is able to evaluate the quality of scientific information on the basis of its source and the methods used to generate it. ... has the capacity to pose and evaluate arguments based on evidence and to apply conclusions from such arguments appropriately.” (National Science Education Standards)

As stated in the Tennessee Science Curriculum Center, “Science education ... is aimed at helping students to capture the enthusiasm and sense of discovery ... from kindergarten through high school”. As a STEM-focused school, Memphis School of Excellence – Elementary (MSE-E) will align its goals to support Future-Ready Tennessee in developing STEM talent and scientifically literate students. The following goals and strategies from Tennessee STEM Innovation Network (TSIN) strategic plan will form the basis of our approach to STEM education at Memphis School of Excellence:

Goal 1: Increase student interest, participation, and achievement in STEM

Strategies:

- MSE-E will continually leverage partnerships and benefits of regional STEM innovation hubs established by TSIN.
- MSE-E will meet requirements and demands for becoming a STEM platform school.
- MSE-E will ensure all students have access to rigorous STEM courses.
- MSE-E will identify, develop, and share STEM curriculum tools.

Goal 2: Expand student access to effective STEM teachers and leaders

Strategies:

- MSE-E will recruit, train, and retain effective STEM teachers and leaders.
- MSE-E will replicate proven STEM teacher training programs.
- MSE-E will use STEM schools as learning labs.
- MSE-E will enhance STEM teacher capacity and reach.

Goal 3: Reduce the state's STEM talent and skills gap

Strategies:

- MSE-E will promote accelerated STEM learning opportunities.
- MSE-E will establish partnerships with institutes of higher education, businesses, and industries.
- MSE-E will contribute to increase of STEM post-secondary readiness and success.

Goal 4: Build community awareness and support for STEM

Strategies:

- MSE-E will build communication tools, develop messages, and identify delivery channels.
- MSE-E will leverage media outreach channels.
- MSE-E will create and organize innovative STEM showcase public events.
- MSE-E will increase STEM stakeholder engagement.

To support these goals and strategies, emphasis will be placed on student-centered learning, with applications in real life situations. Students will engage in research and investigation activities conducted individually and in small groups. Teachers will provide a framework within which students will meet engineering challenges and design solutions to everyday life problems, while developing academic language.

This framework is based on a curriculum influenced by the Next Generation Science Standards (NGSS) and STEM education. While instruction will focus on laboratory experiences, the curriculum includes assessments to gauge student progress, intervention tools, acceleration materials, and teacher support resources. Technology will be used as a tool to help all students actively learn scientific concepts. In the Elementary science classrooms, we will focus on building scientific process and literacy skills, as well as communication and collaboration skills.

In order to create a sustainable and replicable STEM education model, MSE-E will promote a project based learning approach in STEM classrooms, where rigorous projects are integrated into our curriculum, that are standards-aligned, inter-disciplinary and multi-sensory, technology-enabled, and grounded in “real world” concepts. With this framework, our teachers will promote “deeper learning” for all students, which is a mix of knowledge, skills, and dispositions that include 21st century skills like critical thinking and problem solving, effective communication, collaboration and teamwork, an academic mindset, and the ability to learn how to learn – all applied to the mastery of academic content.

K-5 Science Resources

- ***STEMscopes - NGSS***

Comprehensive online K-12 science curriculum which allows students to authentically experience science. As students dive in, they can explore content aligned from the ground up to the NGSS Disciplinary Core Ideas, Performance Expectations, Cross Cutting Concepts, Science and Engineering Practices, and Common Core Math & ELA/Literacy standards.

- ***Discovery Education Streaming Plus***

A cross-curricular resource designed to simultaneously engage students and provide educators with instructional support to implement the Common Core State Standards. Learning objects, tools, and assessment activities encourage student content creation, critical thinking, and collaboration.

- ***Study Island (Science, Grade 5)***

An instructional and diagnostic tool that help students master state standards and prepare for standardized tests

K-5 Social Studies Curriculum

“The purpose of elementary school social studies is to enable students to understand, participate in, and make informed decisions about their world. Social studies content allows young learners to explain relationships with other people, to institutions, and to the environment, and equips them with knowledge and understanding of the past. It provides them with skills for productive problem solving and decision making as well as for assessing issues and making thoughtful value judgments. Above all, it integrates these skills and understandings into a framework for responsible citizen participation locally, nationally, and globally. The teaching and learning processes within social studies are uniquely organized to develop these capacities, beginning with the youngest learners in our schools.” (This position statement was prepared by the Task Force on Early Childhood/Elementary Studies and members of the NCSS Board of Directors, and was approved by the NCSS Board of Directors in June 2009).

“When children are empowered by knowledgeable and skillful teachers with the ideas, skills, values, questions, and attitudes that compose the social studies curriculum, their judgment is improved. Consequently, they can reason historically, help solve community problems, appreciate diversity, protect the environment, and, with deep understanding, empathize with the hopes, dreams, and struggles of people everywhere.” (Parker, Social Studies in Elementary Education, 2001).

In Memphis School of Excellence, our goal is to develop students with the social studies skills that will allow students to experience and explore the social sciences. A key focus for the academic structure of our social studies curriculum examines the needs for students to build the skill necessary for the 21st Century skills, we expect our students to:

- Communicate effectively
- Be innovative
- Collaborate with peers
- Present ideas in a clear concise way
- Use technology efficiently in all aspects of the above skills

To support these goals, our Social Studies curriculum and framework is based and aligned with the Common Core Curriculum Standards. (CCCS) As a base for our instruction we use the TCI Social Studies Alive program for kindergarten to fifth grade. The curriculum is built around six teaching strategies: Visual Discovery, Social Studies Skill Builders, and Experiential Exercises, Writing for Understanding, Response Groups, and Problem Solving Group Work. Each of these is designed to bring learning to life and to support the 21st century skills we expect our students to take with them when they graduate from Memphis School of Excellence.

The developed curriculum uses many research-based instructional designs including Understanding by Design, Multiple Intelligences, and Spiral Curriculum. Each lesson contains an interactive presentation that teachers can use in a traditional format or can use with interactive whiteboards or smart boards. In addition to tying each lesson to literacy standards there are also recommendations for English Language Learners and for Enrichment.

In our Elementary Social Studies classrooms, students will collaborate with their peers, research and discover social studies concepts through the hands on and project based instruction and lessons provided by the TCI SS Alive Program.

Technology and Digital Literacy Curriculum

Technology and digital literacy are the keys to the 21st century. Memphis School of Excellence integrates 21st century skill building into teaching. This curriculum helps students and teachers efficiently learn technology skills, digital literacy, and higher-order thinking as they study and learn core curriculum. A comprehensive curriculum provides classroom teachers with resources and tools needed to engage 21st century learners. This curriculum meets standards with (National Educational Technology Standards for Students (NETS-S), and International Society for Technology in Education (ISTE). Students have the opportunity to participate in the following software programs:

- **Reasoning Mind** (Math Grades 2-4) Software program that has a comprehensive approach with instruction in teaching mathematics. A quality curriculum that is coherent and challenging to students while supporting them as they build skills.
- **Aleks** (Math Grade 5) an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know.
- **Reading Eggs** (Grade K-2) an online software program where kids learn to read. It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate
- **Accelerated Reader**- (ELA Grades K-5) A software program used to monitor the practice of reading
- **Istation**- (ELA Grades K-5) an online comprehensive reading and intervention program for grades K-5 that delivers research based individualized instruction and provides teachers and parents with information, resources, and materials needed to help students become successful readers.
- **Study Island** (ELA Grades 3-5) An instructional and diagnostic tool that help students master state standards and prepare for standardized tests

Elementary Elective Courses

Memphis School of Excellence provides enrichment classes which expand core learning and strengthen college readiness. All students have the chance to partake in the following classes:

- Visual Arts
- Technology
- Physical Education and
- Languages other than English (grade 4 and above)

The instruction in these classes adheres to state standards and is designed to respond to student and school needs and interests. Students participate in field studies throughout the year, including in and out of school field trips, guest performances, and school music and drama productions. These opportunities allow our students to explore personal interests and experience the joy of creative and physical growth in a rich variety of activities. In addition to in-class supports, we also offer after school programming as well as Saturday school for all students. Opportunities vary at each campus and include small group and individual tutoring in math and/or reading, games-based programs in both reading and math, enrichment for students who are working well above grade level, as well as additional enrichment activities such as sports and clubs.

Memphis School of Excellence - Elementary will implement Response to Instruction and Intervention (RTI²) plan created by the Tennessee Department of Education. We believe that this model will have a significant impact on all student learners by building the infrastructure and empowering our teachers. Students in an RTI model will have the opportunity to experience prevention of instructional gaps and early intensive intervention as a best practice, prior to failure, and prior to identification. We believe that all students should have every opportunity to be successful and RTI provides for those circumstances to be realized. Below are the guiding principles for the Response to Instruction and Intervention (RTI²) initiative:

- District and school leadership is essential for ensuring the success for all students throughout the (RTI²) initiative.

- Include educators, families, and communities in creating a culture of collaboration that is focused on student achievement for both struggling and advancing students.
- (RTI²) is a process focused on prevention and early intervention that uses assessment data for instruction, intervention, and transitions between tiers.

RTI² method will be used by MSE-E to determine whether a child has a specific learning disability in basic reading skills, reading comprehension, reading fluency, mathematics calculation, mathematics problem solving, or written expression for students in grades K- 5. RTI² initiative is a framework that promotes recommended practices for an integrated system connecting General and Special Education by the use of high-quality, scientifically research-based instruction and intervention. The RTI² framework is a 3-Tier model that provides an ongoing process of instruction and interventions that allow students to make progress at all levels, particularly those who are struggling or advancing.

- Tier I: All students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and ongoing assessment to inform instruction.
- Tier II: In addition to Tier I, interventions are provided to students that fall below the 25th percentile on universal screening and are struggling academically. Research-based interventions will be provided to students within their specific areas of deficit. These students are progress monitored every other week to measure the rate of improvement in their deficit area.
- Tier III: In addition to Tier I and Tier II, increasingly intensive interventions are provided to students that have not made significant progress in Tier II, are 1.5-2.0 grade levels behind or are below the 10th percentile. Research-based interventions will be provided to students within their specific areas of deficit. These students are progress monitored every other week to measure the rate of improvement in their deficit area.

Memphis School of Excellence - Elementary will implement the Response to Instruction and Intervention (RTI²) program with these key components: (1) District & School Level Support Teams, (2) Universal Screening Procedures, (3) Data-driven Decision Making Procedures, (4) Students Entering Mid-term, (5) Contact with Parents, (6) Procedures to be used with ELLs.

(1) District & School Level Support Teams

To ensure success of the RTI² initiative, we will establish a school level RTI² support team who will collaborate with the district RTI² leadership team. This team will meet regularly to ensure the fidelity of the instruction and interventions, as well as make data-driven decisions regarding appropriate student placement in interventions. When placing students in interventions, it will require reviewing and discussing student data and student attendance in interventions. Interventions must be matched to specific area of deficit for each student. Our school team will include the principal, classroom teachers, reading/math coaches, school psychologist, guidance counselor, ESL teachers, SPED teachers, and other staff as necessary. School level RTI² support team will meet as needed and at least once a month. School level team will also meet with district level RTI² support team as frequently as deemed necessary by the district. The focus will not be on compliance, but rather on effective implementation for successful results.

(2) Universal Screening Procedures

MSE-E will administer a Universal Screener as a brief screening assessment of academic skills administered to all students to determine whether students are meeting benchmark standards. Universal screening reveals which students are performing at or above the level considered necessary for achieving long-term success (benchmark levels). This data can also serve as a benchmark for measuring the improvement of a group, class, grade, school or district. When a student begins an intervention, a more precise assessment will be needed to determine the specific areas of deficit. In grades K-5, the Universal Screener be administered three times a year: at the beginning, middle and end of the school year.

(3) Data-driven Decision Making Procedures

MSE-E will follow a data-driven decision making process to inform and drive each instructional decision. We will establish cut scores based on the universal screening and national norms to identify students who are at-risk. Students below the 25th percentile will be considered “at-risk.” Students who exceed grade level expectations may be considered advanced.

(4) Students Entering Mid-term

MSE-E will put procedures in place for students who enroll mid-term, or any time after the Universal Screening is completed. Our school level RTI² support team will create a plan for administering the Universal Screening for these students. This plan will include how decisions will be made based on the screening data and also how we will secure the records from the previous school. Every effort will be made quickly to obtain educational records from the previous school.

(5) Contact with Parents

To reinforce the culture of collaboration, MSE-E will use a variety of means to reach parents including automated phone systems, electronic mail, US Mail, and student-delivered communications. We will designate a person to coordinate and/or make contact with parents at the school level. Designated personnel will contact parents for a number of RTI² related matters such as before initiating or discontinuing tiered interventions, to communicate progress monitoring data in writing every month for students receiving tiered interventions, in the event there is a referral to special education, and regarding the dates and duration of Universal Screenings.

(6) Procedures to be used with ELLs

MSE-E will consider procedures for administering universal screeners for English Language Learners (ELL) and how data from such screeners will be used. ELL students will also benefit from the tiered intervention system. An ELL teacher will be part of the school level RTI² team at MSE-E.

1.4. Academic Performance Standards and Assessments

Charter schools should have a strong plan for evaluating their school’s performance, especially regarding the academic performance of students.

Academic Performance:

- Describe the proposed charter school’s annual and long-term academic achievement goals, in measurable terms.
- Describe process for setting, monitoring and revising academic achievement goals.
- Describe corrective action plans if school falls below state and/or district academic achievement expectations.
- Explain how students will matriculate through the school (i.e., promotion/retention policies and graduation requirements).
- Provide the school’s exit standards for students. These should clearly set forth what students in the last grade served will know and be able to do.
- Describe the school’s approach to help remediate students’ academic underperformance. Detail the interventions and remediation to be implemented and how they will be chosen. Cite the research/rationale for the chosen methods.

High School Graduation and Postsecondary Readiness (high schools only)

- Explain how the school will meet Tennessee graduation requirements. Describe how students will earn credits, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed those required by the State, explain the additional requirements.
- Describe how graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e., technical centers, community colleges, military, or workforce).

- Outline systems or structures the school will use to assist students at risk of dropping out and/or not meeting graduation requirements throughout the term of the charter.

Assessments

Charter school students must take the same State mandated assessments as students in other public schools. Charter schools also administer additional interim assessments. In this section:

- Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's chosen curriculum, performance goals and state standards.
- Explain how the school will measure and evaluate academic progress of individual students, student cohorts, sub-groups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement.
- Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community. Identify the person/persons or positions that will be responsible for the collection and analysis of assessment data.
- Explain how school will evaluate data to inform instruction and evaluate academic progress for at-risk students, students with disabilities and English Language Learners.
- Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
- Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.

Academic performance and assessment are integral parts of the curriculum at MSE-E. Students will be tested periodically throughout the school year to measure academic progress. For interim assessments NWEA-MAP test and locally prepared benchmark assessments will be used. NWEA offers assessments that accurately measure student growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation. The benchmark assessments will be administered monthly in writing, reading and mathematics in all grade levels.

Memphis School of Excellence-Elementary (MSE-E) will be in the top half in the state when compared with schools with similar student demographics at the end of the second year in operation. MSE-E will be in the top quartile in the state when compared to schools with similar student demographics at the end of the fifth year in operation and will stay in the top quartile then on.

Below is a sample projection of MSE-E's ranking in the state when compared to schools with similar student demographics:

Years in Operation	Projected %ile
2	50
3	60
4	70
5	75
6+	75+

Furthermore, MSE-E will set Annual Measurable Objectives (AMOs) similar to the state set AMOs for the districts. In the case of MSE-E will have the following AMOs.

Achievement	Gap Closure	Subgroup
For the following subject / grade levels*, targets will be set for all students:	For the following subject/grade levels*:	For the following subject/grade levels*:
3-5 Reading 3-5 Math 3 Reading 3 Math	3-5 Reading 3-5 Math	3-5 Reading 3-5 Math
	Gap targets will be set for these subgroup* vs. comparison groups* gaps:	Achievement targets will be set for these subgroups*:
	BHN vs. All Students ED vs. Non-ED LEP vs. Non-LEP SWD vs. Non- SWD	BHN ED LEP SWD
		Asian Black Hawaiian Pacific Islander Hispanic Native American White
		Non-ED Non-LEP Non-SWD

Abbreviations: BHN: Black/Hispanic/Native American
ED: Economically Disadvantaged
LEP: Limited English Proficient
SWD: Students with Disabilities

*: Applicable if minimum size of 30 students is met.

Same target setting methodology as currently used by the state will be used.
Another goal that MSE-E will have is not to be classified as a Priority School or a Focus School at any time in its existence.

Lastly, MSE-E will have a locally developed goal using a norm-referenced test. We are planning to partner with Northwest Evaluation Association (NWEA) for this purpose. NWEA offers assessments that accurately measure student growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation. To better inform instruction and maximize every learner's academic growth, educators currently use NWEA assessments and items with nearly 10 million students.

Measures of Academic Progress (MAP) is a research-based computer-adaptive test and it has both Achievement and Growth national norms. MPG is the Primary Grades version of the MAP test
Below is a table showing the planned tests three times a year namely, in Fall, Winter and Spring.

Subject / Grade	Mathematics	Reading	Language	Science
Kinder	MPG	MPG		
1st Gr.	MPG	MPG		
2nd Gr.	MPG	MPG	MAP	

3rd Gr.	MAP	MAP	MAP	MAP
4th Gr.	MAP	MAP	MAP	MAP
5th Gr	MAP	MAP	MAP	MAP

Using these results we are going to set Achievement and Growth Goals for Students, Teachers and the School. The methodology will be explained in the next section.

State assessment based AMOs will be determined at the beginning of each year based on the results from the previous year. Practice tests will be given once a year in February to monitor the estimate progress to the set AMO goals.

NWEA MAP tests will be given in three times a year in fall, winter and spring. Tentatively, the fall administration is planned for early to mid-September, the winter administration is planned for mid to late January and the spring administration is planned for May. Fall administration results will be used as the base line from which goals will be set, winter administration will be used to monitor if we are on-track to achieve those goals and Spring administration results will be used to determine if the set goals have been achieved. Results from fall and winter administrations will also be used to guide in identifying students who need additional interventions.

At or above grade level Achievement goal will be set for each subject and Subject/Grade as
Formula: Goal for spring= fall % + (100- fall %) * 5/100

For example, if the percent of students in fall for the school at or above grade level is 40 % the goal for the school in the Spring is 43% $[40 + (100-40) * 5/100 = 40 + 60 * 5/100 = 40 + 3 = 43]$

Growth goal will be set across the board as more than 50% of the students will meet their typical growth and the overall averaged growth of the students will be at or above 100%.

Example:

	Starting RIT	Typical RIT Growth	Actual RIT Growth	Grew Y/N	Overall averaged growth
Student 1	190	8	10	Y	
Student 2	195	8	7	N	
Student 3	200	7	7	Y	
Student 4	205	9	11	Y	
Student 5	210	6	4	N	
Aggregate data		38	39	3/5=60%	39/38=102.6%

RIT: Rasch unIT is the equidistance scale used by NWEA to report MAP Results for each students. In the example above both of the growth goals are achieved.

If the school falls below state and/or district academic achievement expectations, corrective action plan will be developed in order to maximize student achievement. A director or a consultant will be hired to plan, monitor, and implement corrective action plan. The corrective action plan will include the following supplemental strategies to promote student learning and achievement.

Tutorial services. Tutorial services will be provided before school, after school, and on Saturday to extend the learning time. Through the use of benchmark and other assessment data, students will be supported through tutorial services free of charge. Tutorial services will be available all year long starting in September. School administration will make sure that struggling students will have access to tutorial services. Tutorial services will be designed in a way to offer one-on-one or small group sessions that will provide guided instruction to close learning deficits.

Peer-tutoring and Mentorship Programs. Successful students will be encouraged to be peer tutors for their friends and mentors for the younger students (with their parents' consent). Students contribute to the success of the school and their friends through these programs. School administration will make sure that struggling students will have access to peer-tutoring and mentorship programs.

Reading specialist and tutor. Full time or part time tutors and/or reading specialists will hired for pull out programs were struggling students will be provided additional support in small groups not exceeding four students throughout the school day. The additional staff will responsible in analyzing student data to provide targeted instruction based on weaknesses and learning deficits. This support will be closely monitored by school administration to increase effectiveness of the program. These pull out classes will utilize a variety of instructional approaches to support competency-based progress specific to each student's needs and abilities.

Parent communication. Home visits will be an integral part of developing a strong relationship between teachers, students and parents or guardians. Struggling students will be given the option of a home visit by at least two or more staff members. These visits provide the teacher and/or administrator with a clear picture of the students' home life, often leading to an ability to better understand and offer support before, during and after school. Parents are able to ask questions of the visiting staff members, often sharing challenges and concerns as a result of the trust developed. Many students are very excited and energized when teachers take the time to connect with students during the home visits.

Professional Development and Mentoring Program. Teachers will be provided high quality targeted professional development services aligned with campus corrective action plan. First year teachers will be provided mentors to ensure that the teachers will be prepared to meet the needs of all students including the struggling students. The focus of PD and mentoring will be to provide individualized assistance to the teachers in need.

Individualized learning plans and blended learning strategies. Individualized learning plans and blended learning strategies will be used to expand intervention and enrichment to all students in reading and mathematics. This will be a part of school day schedule for at least once a day through educational software programs such as ALEKS, Study Island, Accelerated Reading, Reading Eggs, etc.

Students in each grade will be subject to promotion and retention policies as set by Tennessee State Board of Education (3.300 Promotion and Retention). School will identify students with problems early in the school year to provide remediation and avoid retention. School will inform parents at a conference before retaining a student at least six weeks before the end of school year.

School will take into consideration the following factors in making decision on retention.

- a. Students should have mastered essential skills sufficiently to ensure a likelihood of success at the next grade level.
- b. Students who have been identified as having special problems, including high risk students, students with IEP's, and other students with special needs, should be given special consideration. Retention should not be a substitute for special education, counseling intervention, or social services.
- c. Educators should consider the use of conditional promotion, remedial summer programs, assignment to transitional classes, and other approaches to meeting the needs of students.
- d. It is relevant to consider attendance when excessive absenteeism becomes an educational problem. Unusual cases involving medical, special education, or religious circumstances may call for special consideration.
- e. Retention should not be used as a disciplinary measure.
- f. In general, students should not be retained more than once in the same grade.

- g. Retention is most appropriate in the early grades.
- h. The teacher's decision to promote or retain a student should not be reversed unless the teacher is consulted.

a) Grading. MSE-E has set 70 as a minimum passing grade. The grading system is as follows:

A	93-100 (Excellent)
B	85-92 (Good)
C	75-84 (Satisfactory)
D	70-74 (Poor but passing)
F	69-and below (not achieving mastery)
I	Incomplete

Conduct Grades:

E	Excellent
S	Satisfactory
N	Needs Improvement
P	Poor
I	Incomplete

b) Promotion and Retention. Promotion or retention will be considered on the basis of what is in the best interest of the student. The final determination of whether a student is promoted or retained in the grade shall be made by appropriate school officials. K-5 grade promotion shall be based on the following criteria:

- A student who has not maintained a grade average for a school year equivalent to at least 70 on a scale of 100 may not be advanced from one grade level to the next.
- A student must maintain a yearly average of 70 in English.
- A student must maintain a yearly average of 70 in Mathematics.
- A student must maintain a yearly average of 70 in Social Studies.
- A student must maintain a yearly average of 70 in Science.
- A student must attend at least 90% of the classes throughout the year in order to be promoted to the next grade level.

After a decision on retention, school will develop an appropriate instructional program for the student so that student will not start over in the grade and repeat material that has already been learned. School will explore alternate materials, staffing, and instructional strategies.

The school should keep a list of the students retained each year. This list should include a grade level, reasons for retention, and placement of each student. The school should monitor the progress of retained students.

c) Appeals. Parent/Guardian may appeal a decision for retention. This appeal must be in writing and be made to principal. Principal will make the decision within five school days after the appeal made. Parent/Guardian has the right to appeal principal's decision to the superintendent or school board within five school days after principal's decision.

The school's exit standards for 5th grade students reflect the latest adopted academic standards by the State Board of Education (SBE) for reading and mathematics. To name some, here are several exit academic standards for 5th grade students.

- a. By the end of the year, the 5th grade students will be able to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
- b. By the end of the year, the 5th grade students will be able to read with sufficient accuracy and fluency to support comprehension.
- c. By the end of the year, the 5th grade students will be able to relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- d. By the end of the year, the 5th grade students will be able to apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Promotion standards mentioned above applies to 5th grade students as well. No additional requirements are set for 5th grade students.

Memphis School of Excellence - Elementary will have a school wide intervention and remediation plan to address academic underperformance of students and close the achievement gap. Our school will leverage the Response to Instruction and Intervention (RTI²) initiative described earlier to identify potential at risk students and provide early interventions as needed. An ongoing identification process will be in place to implement the right strategies to the right population at the right time. A variety of data points will be utilized such as common assessments, practice tests, NWEA MAP assessments, STAR reading/math assessments, and teacher input to identify students and group them dynamically based on their academic needs and readiness for certain skills. MSE-E will use a number of intervention and remediation forms such as pull-outs, small groups within the classroom, Saturday tutorials, before and after school tutorials, and online tutorials. During these intervention settings, teachers will implement different strategies based on the needs of students such as reteach of concepts and skills, vocabulary building, focus on learning standards, benchmark clean-up strategies, and test taking strategies. A number of digital and paper based curriculum materials will be used as resources during the intervention and remediation sessions. Adaptive learning technologies will be used to boost student knowledge and skills in numeracy and literacy.

Tutorial services will be provided before school, after school, and on Saturday to extend the learning time. Through the use of benchmark and other assessment data, students will be supported through tutorial services free of charge. Tutorial services will be available all year long starting in September. School administration will make sure that struggling students will have access to tutorial services. Tutorial services will be designed in a way to offer one-on-one or small group sessions that will provide guided instruction to close learning deficits.

Full time or part time tutors and/or reading specialists will hired for pull out programs were struggling students will be provided additional support in small groups not exceeding four students throughout the school day. The additional staff will responsible in analyzing student data to provide targeted instruction based on weaknesses and learning deficits. This support will be closely monitored by school administration to increase effectiveness of the program. These pull out classes will utilize a variety of instructional approaches to support competency-based progress specific to each student's needs and abilities.

Individualized learning plans and blended learning strategies will be used to expand intervention and enrichment to all students in reading and mathematics. This will be a part of school day schedule for at least once a day through educational software programs such as ALEKS, Study Island, Accelerated Reading, Reading Eggs, etc.

The Memphis School of Excellence's school will strive for equity by providing a rigorous, challenging STEM curriculum to serve all students, a focus on formative assessment, and a culture of high expectations and support. The curriculum is inquiry-based and student-centered and emphasizes of the understanding of the 21st century skills that all students will need to be successful in college and career.

The Memphis School of Excellence will ensure that the standards are attainable for our English Language Learners (ELL) using three phases. In Phase I, ELP standards will be integrated into core curriculum scope and sequence documents and teachers will use differentiation strategies. English Language Learners will be mainstreamed. Phase I will be applicable to all ELL students. In Phase II, ELL students who need additional instruction will be given sheltered instruction. The ESL curriculum used during Phase II will be suited to the students' developmental levels. In Phase III, the students will have independent study using educational software at their level to work at their own pace.

The Memphis School of Excellence will ensure that the standards are attainable for students with disabilities. In Phase I, modifications will be integrated into core curriculum scope and sequence documents and teachers will use differentiation strategies based on individual students' IEP. The Memphis School of Excellence's special education department will develop IEP for each child with disabilities and train the teachers on IEP's and modifications. Teachers will modify their lesson plans and curriculum materials for a child with disabilities based on his/her IEP. Students with special needs will be mainstreamed. Phase I will be applicable to all students with disabilities. In Phase II, students with disabilities who need additional instruction will be given sheltered instruction. The curriculum used during Phase II will be suited to the students' developmental levels.

The Memphis School of Excellence's school will strive to ensure the basic needs for each student is met so that each student comes to school ready to learn. The Memphis School of Excellence will have a STEM rich curriculum. To facilitate the learning of all STEM content, the school will take specific steps to equip students with a strong foundation in Character Education as well as the development of literacy skills. In order to ensure success in all content areas, the students will have literacy development be an integral part of the instruction. Specifically the following will protocol will be use to ensure success:

- All students will receive reading assessments at the beginning, middle and end of the school year. These assessments will determine the students' reading level and any areas of weakness. Targeted intervention and instruction will be provided based on student needs.
- All students will receive a reading interest and reading behavior inventory. The campus will work to provide a wide variety of texts to include the interests and reading level of the student population.
- All classrooms will contain classroom libraries with an extensive collection of texts
- Independent reading time will be built in to the school day
- Students will receive instruction in all variety of genres, both for reading and writing.
- Teachers will regularly meet with students to conduct reading and writing conferences, offering support and specific focus skills.
- Students will receive reading instruction to build comprehension skills with a strong focus on non-fiction texts in order to build reading in all content areas.
- All content area teachers will receive training on literacy skills and development to ensure reading is taught in all content areas.
- Writing will be part of each content area, as students hone their skills in writing in genres appropriate for their grade level.

The school principal will lead the data efforts as part of the campus needs assessment and campus improvement plan. The principal will attend workshops or work with a consultant on analyzing and interpreting campus data, school reports, and student performance based on standardized assessment results. The principal will establish a site-based decision making committee (SBDM) to interpret this data, bring additional data to the table such as report cards, attendance records, discipline records, parent surveys, teacher surveys, teacher evaluation reports, etc.

The Principal and Assistant Principal will provide this training to the teachers. This will be done annually as part of campus improvement plan, and periodically after every benchmark assessment. Teachers will also work in collaborative groups to discuss data and give feedback so that they can also learn from each other.

1.5. School Calendar and Schedule

Describe how the school will use time strategically to support the vision, mission and education program to drive gains in academic achievement. In this section:

- Provide the annual academic calendar for the school as **Attachment 1**.
- Explain how the annual academic calendar reflects the needs of the academic program.
- Describe goal for student attendance and explain how the school will ensure high rates of student attendance.
- Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science and social studies. Note the length of the school day including start and dismissal times. Explain why this schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade.
- Summarize the number of hours/minutes and days allocated for tiered interventions, enrichment, tutoring and other academic activities.
- Describe a typical school day for a teacher and a student.
- Describe any proposed extra-curricular or co-curricular activities or any other student focused programming the school will offer; when will they begin, how often will they occur and how will they be funded?
- If Saturday School or summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

The annual calendar includes 5 in-service days for teachers and 4 administrative days, 2 before school starts: 1 after the first semester and 1 after the last day of school. The calendar includes 2 parent teacher conferences, and 1 meet and greet night. The calendar includes 180 student days. 180 days is required to cover all academic programs.

During the open houses and meet and greet nights, MSE-E staff will explain the importance of the students' attendance to the parents. Parents will sign an agreement that they will bring the student to school every day on time. If a student has 5 or more unexcused absentees, then a letter will be sent to parent that they are truant. In order to ensure high students attendance MSE-E will honor perfect attendees per quarter. MSE-E will have extracurricular activities throughout the year so that students would like to come to school, including spirit weeks, pajama day, twin's day, jeans day, etc.

MSE-E will have 5 instructional days: Monday through Friday. MSE-E will have 390 minutes of instructional time every day. Math and English will have 95 minutes (2 periods per day/10 per week) every day. Science Classes will have 6 periods per week. 5 of them will be in class and 1 of them will be in the science lab. Social studies class will have 1 period, 45 minutes, per day. Art class will have 2 periods per week. Physical Education classes will be 2 periods, 90 minutes, per week. Foreign language classes will be optional and be 2 periods, 90 minutes, per week. If a student is identified as an at risk student, then foreign language class will be used as pull out sessions. Music classes will be 2 periods, 90 minutes, per week. Students will have 1 hour of computer in computer lab. MSE-E will offer several sports, computer club, music club, language club, and art club after school. Students can stay every day after school and participate in the clubs and activities. MSE-E would like to integrate computer usage in class, therefore teachers will use Chromebooks and laptops in their classes and teachers can reserve the computer lab for their classes.

	Periods per week	Minutes Per week
Mathematics (block)	10	475
RLA (block)	10	475
Science	6	270
Social Studies	5	225

Art	2	90
Computer	1	45
Physical Education	2	90
Foreign Language	2	90
Music	2	90
Homeroom	5 (20 minutes)	100
Total	45	1950

MSE-E will identify students based on bi weekly tests. After the tests, MSE-E admins and teachers will analyze the results and identify at risk students. At risk students are grouped based on the SPIs they missed. MSE-E will offer pull out sessions for those students, 3 periods a week for 45 minutes each period. Also, MSE-E will offer after school tutoring for identified students 4 times a week for 35 minutes each session. MSE-E will offer free Saturday tutoring from 8:00 am to noon for 12 weeks.

Students arrive to school between 7:30 to 7:50 am. They report to cafeteria to have breakfast. At 7:50 they leave cafeteria and go to their lockers and classes. Classes start at 8:00 am. There are 8 periods in a day and each period is 45 minutes. Students will have lunch between 11:15 to 12:15. Each class has a different lunch start time. After lunch, students will have 4 more periods. Students are dismissed at 3:15 pm. All students are dismissed from assigned location by their teachers. Parent cars will have a school provided tag for their child. All remaining students will stay in cafeteria after 3:25 pm with adults' supervision. After 3:25, after school activities start. Teachers pick up their club students. Teachers will pick up after school tutoring students. All club days, hour, and locations are listed at the school's web site and in the front office. Any parent come to school after 3:30 can report to the office and the student will be called from the after school activity.

Teachers arrive to school at or before 7:30. If they have outside or cafeteria duty they report to their assigned duty place. Teachers will prepare for their classes till 8:00 am. Teachers will have a maximum of 6 periods of class and 2 periods of preparation time every day. Based on the teachers' schedule they will have 30 or more minutes of lunch time between 11:15 am and 12:40pm. They may have their lunch in cafeteria or in the teachers' lounge. Classes are dismissed at 3:15 pm. Teachers take their students to pick up location. Teachers will start after school activities after 3:25 pm. Most of the activities are finished before 4:00 pm.

MSE-E will sponsor several clubs and activities. Most of the clubs and activities are scheduled between 3:25 to 4:00 pm. Teachers are required to stay till 4:00 pm, therefore there won't be any additional fund required for those activities. However, MSE-E will pay extra for some sports and activities. (Attachment 9, Compensation for Sports and Activities)

Boys& Girls Basketball, Student Council, Art Club, After School Tutoring, Chess Club, Show Choir, Parent Teacher Association (PTA), Robotics, Volleyball, Science Olympiad, Cross Country, Softball, Soccer, Track, Baseball, Cheerleading, Computer Club,

MSE-E will not offer summer school. MSE-E will offer optional Saturday tutoring. Saturday tutoring is scheduled between 8:00 am and noon. MSE-E is planning to offer 12 Saturday Tutoring sessions throughout the year. Saturday tutoring is open to all students. Information about Saturday tutoring will be posted on the web site and mailed to the parents. Although students are not required to attend Saturday tutoring, MSE-E will encourage some students to participate to the program. MSE-E will do SPI/chapter tests every other week. Based on test results, teachers and administrators will identify at risk students. At risk students' parents will be inform that their child would benefit most from the program. Program is not mandatory for identified students. Highly qualified teachers will provide tutoring based on what students' missed on chapter tests. Compensation for Saturday tutoring will be paid through Title I funds.

1.6. Special Populations and At-Risk Students

Provide a detailed a comprehensive plan to serve students with special needs including but not limited to those students with federally recognized disabilities; students with Section 504 Plans; English Language Learners; students identified as intellectually gifted; and students at risk of dropping out. In this section describe:

Special Education:

- The extent to which one or more of the founding school team (founding board, instructional leader, etc.) has experience working with special populations.
- Methods for identifying students with special needs and avoiding misidentification. ok
- How the school will handle over-identification of special education needs. ok
- Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for special needs students. ok
- Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA's monitoring and evaluation. ok
- Processes and procedures aligned with IDEA law to exit students who demonstrate sufficient progress.
- Plans for promoting graduation for students with special needs (high school only).
- How the daily schedule, staffing plans and support strategies (i.e. service providers, nursing and educational assistants) will meet or be adjusted for the diverse needs of the students.

English Language Learners (ELL):

- Methods for identifying ELL students (and avoiding misidentification).
- Specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
- Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.
- Means for providing qualified staff for ELL students.

At-Risk Students:

- Methods for identifying at-risk students through academic and behavioral processes.
- How the proposed school will meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports that will be provided.

The campus leader has 10 years of experience working with special populations, 5 years as a teacher and 5 years as an administrator. MSE has been in 100% compliance over the last 5 years.

MSE-E plans to support and enhance the social and emotional functioning of all students, as well as their academic growth. It will provide a large learning environment that promotes a strong sense of self and community that fosters positive relationships among peers and staff and practices effective communication and peaceful conflict resolution. Its small size will allow for personal relationships among students, staff, administration, and families, ensuring that no student ever 'falls between the cracks'. MSE-E's Referral Process for special education services consists of Response to Intervention (RTI) followed by evaluation for Section 504 and/or Special Education if tiered interventions are unsuccessful. According to referral and identification process, there are three main intervention categories (Tier I, Tier II and Tier III). These categories include research-based scientific interventions that are applied prior to special education or 504 evaluation.

In MSE-E, Student Support team (SST), which is composed of special education teacher, administrator and general education teachers, coordinates RTI implementation. The SST meets regularly to review the implementations of the RTI and the progress students make. When interventions in tier III are not successful, the SST refers student to special education evaluation. During the evaluation process intensive interventions are continued to be implemented until evaluation report is ready and IEP or Section 504 meeting is conveyed to determine eligibility for special education or Section 504 services. Referral, initial evaluation and eligibility determination will be completed within the federal and state guidelines.

As a part of Child Find requirements, staff will screen each student upon entering the school to determine his or her particular learning style, academic strengths and weaknesses. The staff will also conduct a student and parent interview. They will review records from previous schools, along with any relevant evaluations, other agencies to insure that any previous special needs will be addressed as well as identify the needs which had previously been left unidentified. Teachers will be requested to monitor their students' academic and behavioral performance continuously to ensure early identification of any potential academic, behavioral, or emotional issues. Teachers will be required to implement Response to Intervention (RTI) process by consulting student support team (SST). Once tiered interventions are not successful, SST may refer the student for special education evaluation. During the evaluation process intensive interventions are continued to be implemented until evaluation report is ready and IEP or Section 504 meeting is conveyed to determine eligibility for special education or Section 504 services. Referral, initial evaluation and eligibility determination will be completed within the federal and state guidelines. MSE-E follow RTI model to identify the students with disabilities as summarized in the following table:

Tier I	These interventions are universal and available to all students. Teachers often deliver these interventions in the classroom. They include the strategies that instructors are likely to put into place at the first sign that a student is struggling.
Tier II	<p>Tier II interventions are individualized to the unique needs of struggling learners. They are reserved for students with significant skill gaps who have failed to respond successfully to Tier I strategies. There are two different methods that can be used to deliver Tier II interventions:</p> <p>a) Problem-solving (Classroom-based) interventions: The classroom teacher is often responsible for carrying out these interventions. In this approach, the interventions are customized to the student's needs.</p> <p>b) Standard-protocol (Stand-alone) interventions: In this method, group intervention programs based on scientifically valid instructional practices are created to address frequent students referral concerns. These services are provided outside of the classroom. Large numbers of students can be put into these group interventions.</p>
Tier III	These interventions are the most intensive academic supports available in school and are generally reserved for students with severe and chronic academic delays or behavioral problems.
Special Education or Section 504 referral and eligibility determination	When interventions in tier III are not successful, the Student Success Team refers student to special education evaluation. During the evaluation process intensive interventions are continued to be implemented until evaluation report is ready and IEP or Section 504 meeting is conveyed to determine eligibility for special education or Section 504 services. Referral, initial evaluation and eligibility determination will be completed within the federal and state guidelines.

Identification steps of a student with disabilities are as follows in a more detailed way:

1. Classroom teacher notices the sign of academic difficulty.

2. Teacher independently puts Tier I interventions into place and monitors/documents the performance.
3. If the student fails Tier I, the teacher refers him/her to SST for Tier II interventions by completing a referral form.
4. SST starts collecting data and meets with the teacher in order to brainstorm about interventions (must be scientific, research-based interventions) likely to meet the needs of the referred student.
5. The student is observed/monitored with Tier II by SST for a reasonable period of time (Ex: 6 weeks). If the student fails, change the intervention.
6. A student, who continues to show chronic and significant academic deficits despite a history of intervention attempts need to be referred to Tier III.
7. If a child continues to experience difficulty in general education after above interventions, school personnel may refer the child for an evaluation for special education services.
8. A parent may directly ask for an evaluation for special education services. A parent may begin this process of referral by indicating in writing to the teacher or administrator that he or she believes that the child is in need of special education services.
9. During the initial referral process, notice of procedural safeguards should be given to the parent and receipt should be signed by parent.
10. If a parent makes a referral for an evaluation and the school decides an evaluation is not needed, the school must give prior written notice to the parent of its refusal to evaluate.

Evaluation Process

1. School must ask for consent from the parent to conduct evaluation.
2. IEP team reviews observations and additional data collected from teachers and parent.
3. Within 40 school days, necessary evaluations should be completed.
4. IEP initiation meeting must be conducted within 10 calendar days after evaluation in order to discuss child's eligibility for special education and provision of appropriate instructional and/or related services. The meeting committee includes the following members:
 - a. the parents of the child;
 - b. not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - c. not less than one special education teacher of the child or when appropriate,
 - d. not less than one special education provider of the child;
 - e. a representative of the public agency (LEA) who:
 - is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
 - is knowledgeable about the general education curriculum; and
 - is knowledgeable about the availability of resources of the public agency (LEA);
 - f. an individual who can interpret the instructional implications of evaluation results;
 - g. at the discretion of the parent or the agency (LEA), other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - h. whenever appropriate, the child with a disability.
5. Parental consent to initiate special education and related services must be separately obtained from the parent. If parent refuses consent, no special education and related services will be provided.

IEP team collects data from various sources including the following documents before evaluation:

1. Parent Consent for Evaluation
2. Oral Language Rating Scale
3. Behavior Rating Scale
4. Vision and Hearing Screening
5. Sociological Data
6. Classroom Observation Form
7. Classroom Based Assessment
8. Referral Letter to the Parent (for initial evaluation only)

Section 504 and Special Education regulations require the use of evaluation procedures to ensure that children are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials. Therefore, MSE-E will have standards and procedures in

effect for referral process, initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability.

MSE-E will ensure that a medical diagnosis of an illness does not automatically mean a student can receive services under Section 504 or Special Education. A physician's medical diagnosis may be considered among other sources (include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior) in evaluating a student with suspected impairment.

School personnel will be trained on the requirements of Section 504 and Special Education and the characteristics of the students who may be eligible for Section 504 or Special Education services. They are also requested to refer any student with a suspected disability to Section 504 or Special Education coordinator.

Once a student is identified as being eligible for services under Section 504 or Special Education, to provide a free appropriate public education, Section 504 service plan or IEP is developed by considering the needs of the students. A copy of this plan is disseminated to the applicable teachers and service providers for implementation. MSE-E ensures that the school staff is trained on Section 504 and Special Education and implements the provisions of Section 504 plans and IEPs.

The school will have very specific referral and evaluation process for students with disabilities as summarized above. The related teachers, staff members and administrators will be trained on the research based interventions and their implementation. The principal will closely monitor the implementation of evidence based interventions to prevent over identification.

MSE-E hires its own staff to provide an array of Special Education Services so that children with a wide variety of disabilities and different education plans can be placed in a program that works for them. These services include:

Instructional Services	
General Education Classroom Placement	The needs of the students with disabilities are met in a general education classroom with no additional outside help. The special education teacher monitors the performance of the student periodically and supports the general education teacher outside the classroom. Classroom teachers are provided the student's IEP and implement accommodations and modifications accordingly to ensure academic growth through the provision of meaningful access to the general education curriculum. If the student does not make expected academic progress, IEP meeting is conducted to discuss and update student's placement and IEP.
Resource Room Placement	Students spend most of their day in general education classrooms but then participate in resource room programs for the other part of the day. Resource room will include a small number of students working with a special education teacher on reading, language, math and other subjects. Special education teacher and general education teachers work collaboratively in designing the instruction for the students. If the student does not make expected academic progress, IEP meeting is conducted to discuss and update student's placement and IEP.
Special Education Placement with Part Time Inclusion	Special education students are taught by a special education teacher for most of the day but join their peers for subjects such as physical education, art, and music.
Related Services	
Speech and language therapy	Speech Language Pathologists (SLP) work with the students who have communication problems like articulation, language, fluency and pragmatics that affect their social interaction, literacy and learning. Students generally receive

	services based on their IEPs either in small groups or within the classroom setting. SLPs provide support to general education teachers in meeting the needs of the students during classroom activities and monitoring their progress.
Occupational therapy	Occupational therapists (OT) work with the students to improve their cognitive, physical, and motor skills. Students generally receive services individually or in groups depending on their IEPs. When needed OTs meet with the teachers to determine strengths and the areas to be improved.
Physical therapy	Physical therapists (PT) work with the students to improve their muscle control, balance and to promote sensory motor development and independence in functional mobility skills. PTs work with the teachers in implementing the skills practiced during therapy sessions.
Dyslexia services	For students identified with reading difficulties, a multisensory, structured language instruction in decoding, comprehension, and fluency is provided.
Counseling services	Counselors work with the students to develop a positive self-concept, increase self-awareness, learn appropriate social skills and develop coping and organizational skills.
Assistive technology	Assistive technology is used by the students with disabilities in order to perform functions that are difficult or impossible for them. Assistive technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software or other electronic devices.

Each and every student with disabilities will have Individualized Education Plan with attainable and measurable annual goals. The related special and general education teachers will implement students' IEP by using various teaching strategies and resources to ensure that the students with disabilities make meaningful progress towards their annual goals. Students will be assigned progress grades for the goals every nine weeks and these specific progress reports for the IEP goals and regular report cards will be shared with the parents and school administrators quarterly. Emergency IEP meetings will be conveyed for the students failing a class or the ones with insufficient progress towards their annual goals. The campus principal will monitor the progress and success of special education students closely. MSE-E will be part of Shelby County School district. MSE-E special education staff and administrators will attend the related special education district trainings. Also, the MSE-E campus will submit special education progress data to the district office and will use their special education professionals for consulting and yearly program evaluation purposes.

IEP meetings are to be conducted at least once in a school year. Eligibility of the student with disability for special education will be one of the agenda items for the IEP team. If the IEP team decides that the student demonstrated sufficient progress and no longer needs special education services, the student may be exited from special education and placed in an appropriate general education setting.

A variety of instructional arrangements and settings is provided along a continuum from the least restrictive to the most restrictive environment. The IEP team, when placing a student in special education, considers all available options in the process of determining the most appropriate instructional setting(s) for the student.

Each student with disabilities will have available a six-hour instructional day and seven-hour school day as provided for all other students. The IEP team shall determine the appropriate instructional setting and length of the instructional day as appropriate for each student with disabilities.

As determined by the IEP meeting, students may be served in a combination of appropriate instructional arrangements during any given semester. Some of these arrangements are: Mainstream, Resource Room, Self-contained, Mild and Moderate, Regular Campus, Self-contained, Severe, Regular Campus, Vocational Adjustment Class, Homebound, Hospital Class, and Speech Therapy.

In addition to these arrangements, MSE-E will provide direct services such as inclusive support, instructional modifications/accommodations, content mastery support, physical and occupational therapy, and consultation with special education staff.

The above mentioned service types and arrangements will determine the need for the special education staffing. The school will initially have one special education teacher who will be part time Section 504 and Special Education Coordinator. Additional special education teachers or aides will be hired depending on the service needs as determined by the IEP teams. Also, the MSE-E campus will use related service providers, diagnosticians, SLPs, LSSPs and etc. from the Shelby County School district. Furthermore, for medical services, the school will have a part time or full time nurse based on the needs.

MSE-E will follow state requirements to identify English Language learners (ELLs). Each parent enrolling a child in MSE-E will be given a home language survey to fill out. The Home Language Survey consists of three questions:

1. What is the first language this child learned to speak?
2. What language does this child speak most often outside of school?
3. What language do people usually speak in this child's home?

If the answer to any of the questions is a language other than English, the child will be classified as Non-English Language Background (NELB) and assessed in the four domains language (listening, speaking, reading and writing) through a state approved proficiency screener test to determine whether they are limited English proficient (LEP). If a NELB student has documentation from a previous district of meeting the definition of Fluent English Proficient (FEP), the student is not assessed for English proficiency. All NELB students who are determined to be LEP will be identified as ELL, and ESL services will be provided through an allowable service delivery model.

Parents of ELLs who are eligible for services will be informed, in a language they can understand, about the available programs. Parents of ELLs will be informed of the right to refuse placement of their children in ESL programs.

MSE-E will ensure all identified LEP students will be provided English as a Second Language (ESL) program through following:

- **Sheltered English** is an approach to teaching content area subject matter through specific teaching techniques to homogeneous language leveled groups. Sheltered English teaching techniques facilitate the acquisition of the second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help the student acquire the content, as well as vocabulary in the target language. The teacher uses clear concrete language with plenty of visuals, supporting clues, and relevant teaching strategies combined with appropriate manipulatives allowing the students to have real world experiences. Teachers control their speech speed and vocabulary and use few idiomatic expressions.
- **ELL Class Period:** Students receive ELL instruction during a regular class period and also receive course credit for the class. Students may be grouped for instruction according to their second language proficiency level. Instruction is delivered by an endorsed ESL teacher using the ESL curriculum. The ESL curriculum is a general set of English language acquisition standards that should be used in conjunction with content standards.
- **ELL Resource Center** is a variation of the pull out design bringing students from several classroom or schools to a central location. The resource center, which will be located in the campus, concentrates material and staff in one place and is generally staffed by at least one certified ESL/ELL teacher. A resource center can also provide services for recent arrival, such as general school and community orientation classes for students and parents.

In all of these instructional models, the acquisition of English will take place in a structured, non-threatening environment where each student's language and culture are valued, and where confidence and self-assurance are instilled; lessons will include controlled vocabulary allowing students to

gradually acquire the necessary language skills to succeed in grade level objectives and become lifelong learners.

Our teachers will support the ELLs in core subject areas by addressing their affective, cognitive, and linguistic needs. Therefore,

- ELLs will be encouraged to participate in class while the teachers have high expectations, give necessary wait time and scaffold each skill and expectation.
- Cooperative learning strategies will be used and ELLs will be put in groups with English speaking students who are nurturing and accommodating.
- Content and language objectives will be taught through visual aids, body language, models, films and graphic organizers to make the content comprehensible for ELLs.
- The language of instruction will be simplified, not the concept being taught.
- Content area vocabulary and concepts will be presented using realia, pictures, files, visual aids, sentence stems, manipulative, and other hands-on activities.
- Teachers will scaffold student learning by demonstrating and providing necessary background vocabulary in order to connect prior linguistic knowledge to the lessons of the day.
- Teachers will use a variety of auditory, visual, and kinesthetic activities.
- Through the use of the gradual release model of instruction, students will be able to learn language skills while lessons begin with a high level of teacher support.
- English language development will be closely monitored through teacher observation, including anecdotal record keeping, student work portfolio, curriculum based assessments, state and district-wide assessments. According to the results of the on-going assessments, academic interventions will be put in place if needed, including small group tutoring and one on one instruction sessions as needed.
- ESL teachers will act as a resource to regular classroom teachers.

MSE-E will work with the Shelby County School district closely in monitoring and evaluating the progress and success of ELL students including exiting students from ELL services. The district staff will continuously analyze the campus ELL progress data and inform the campus about the actions that need to be taken to ensure ELL students are placed in appropriate ESL program settings, provided effective ELL instruction to meet their learning needs and exited to general education in compliance with state and federal guidelines and regulations.

Upon exiting the ESL program, students will be monitored for two years to evaluate their academic success in the general education program, these students will be called Transitional LEP students (T1, T2). Transitional LEP students will continue to receive appropriate accommodations on the state assessments. If a T1 or T2 student begins to have difficulty in classes, s/he will receive intervention immediately. If this intervention is not successful, the student may be re-entered into ESL program.

Furthermore, the Shelby County School district will evaluate the effectiveness of MSE-E campus' ESL program and provide the campus with recommendations for improvement.

Aligned with Tennessee's standards, the MSE-E's policy will also require ESL teachers to have ESL endorsement. Also, MSE-E's hiring process will require highly qualified staff recruitment for instructing ELLs. The campus will attend job fairs and conduct activities to attract the best candidates for ELL teaching positions. The school will initially have one ESL teacher. Additional ESL teachers will be hired depending on the needs of the ELLs for effective implementation.

Through continuous analysis of benchmarks, state assessment results, STAR, ITBS, grades, demographics, discipline, teacher input and other applicable data, the MSE-E campus will identify the students who are at-risk. After this identification, the campus will arrange appropriate supportive programs for these students. Each individual student's growth will be carefully monitored through RTI process by SST.

At risk students will be provided extra support as detailed below so that their learning and behavioral needs are met.

a) Tutorial services. Tutorial services will be provided before school, after school, and on Saturday to extend the learning time. Through the use of benchmark and other assessment data, students will be supported through targeted tutorial services free of charge. Tutorial services will be available all year long starting in September. School administration will make sure that struggling students will have access to tutorial services. Tutorial services will be designed in a way to offer one-on-one or small group sessions that will provide guided instruction to close learning deficits.

b) Peer-tutoring and Mentorship Programs. Successful students will be encouraged to be peer tutors for their friends and mentors for the younger students (with their parents' consent). Students contribute to the success of the school and their friends through these programs. School administration will make sure that struggling students will have access to peer-tutoring and mentorship programs.

c) Reading specialist and tutor. Full time or part time tutors and/or reading specialists will hired for pull out programs were struggling students will be provided additional support in small groups not exceeding four students throughout the school day. The additional staff will responsible in analyzing student data to provide targeted instruction based on weaknesses and learning deficits. This support will be closely monitored by school administration to increase effectiveness of the program. These pull out classes will utilize a variety of instructional approaches to support competency-based progress specific to each student's needs and abilities.

d) Parent communication. Home visits will be an integral part of developing a strong relationship between teachers, students and parents or guardians. Struggling students will be given the option of a home visit by at least two or more staff members. These visits provide the teacher and/or administrator with a clear picture of the students' home life, often leading to an ability to better understand and offer support before, during and after school. Parents are able to ask questions of the visiting staff members, often sharing challenges and concerns as a result of the trust developed. Many students are very excited and energized when teachers take the time to connect with students during the home visits.

e) Professional Development and Mentoring Program. Teachers will be provided high quality targeted professional development services aligned with campus corrective action plan. First year teachers will be provided mentors to ensure that the teachers will be prepared to meet the needs of all students including the struggling students. The focus of PD and mentoring will be to provide individualized assistance to the teachers in need.

f) Individualized learning plans and blended learning strategies. Individualized learning plans and blended learning strategies will be used to expand intervention and enrichment to all students in reading and mathematics. This will be a part of school day schedule for at least once a day through educational software programs such as ALEKS, Study Island, Accelerated Reading, Reading Eggs, etc.

School Culture and Discipline

Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the charter school's mission, goals and objectives. In this section:

- Explain how the school's culture will reflect high levels of both academic expectation and support.
- Explain how you will create, implement and sustain this culture for students, teachers, administrators and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.
- Explain how the school culture will embrace students with special needs, including students with disabilities, English language learners and students at risk of academic failure.

Describe the philosophy for student discipline that supports your proposed school's model. Provide the student discipline policy as **Attachment 2**.

Mission of MSE-E is to prepare students for secondary school learning in a safe, caring, and collaborative atmosphere through a quality learner-centered educational program with a strong emphasis on science, technology, engineering, and mathematics. This environment will promote high expectations for all students while focusing on differentiated instruction to meet each student's needs. This mission drives

each MSE-E stakeholder to reach out and replicate its school model for expanding innovation and personalization in education. That's why Read Foundation intends to establish and operate a science, technology, engineering, and mathematics (STEM) oriented K-5 elementary charter school to extend MSE 6-12 STEM focused curriculum to the elementary school in Memphis. MSE-E will accomplish this by working with nationwide the other charter school system and public schools which have STEM oriented curriculum with mathematics, science and technology focused education. The proposed school curriculum will be project oriented, interdisciplinary, and thematic. MSE's 6-12 school model is rigorous (prepares students for college), relevant (reinforces math and science skills) and is underpinned by an interrelated web of relationships (a strong culture reinforced by teachers and parents). The new elementary school, MSE-E, will provide strong foundation to prepare students to continue STEM oriented program in MSE and the other secondary schools. Student achievement/outcome will be built on 3 core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. The proposed school will utilize technology across all of these dimensions to reinforce its school model and curriculum.

When one considers the ethnicity and socio-economic level of the population, Tennessee faces a need for increased academic, emotional and social support for their students. Students from a low socio-economic background are at a disadvantage when compared to their financially advantaged peers. The majority of the students in Memphis face an added challenge due to the compounded effects of being both economically disadvantaged and minority.

Students from Memphis and those from similar backgrounds, face a host of challenges that ultimately impact the chance for academic success. These students experience a lack of home support, often due to working parents and/or guardians and an absence of role models, often gender biases, limited resources from monetary to print resources, absence of technology, lack of meaningful conversations, limited vocabulary, basic needs such as food and shelter, lack of consistency, lack of role models, exposure to a reactionary versus a logical response, much greater sense of urgency and immediacy in outcomes versus long-term goal setting, perpetuating cycle of poverty, making it difficult for students to break the cycle, undiagnosed learning disabilities and health related difficulties.

MSE-E will strive to ensure the basic needs for each student are met so that each student comes to school ready to learn. To facilitate the learning of all STEM content, the school will take specific steps to equip students with a strong foundation in Character Education as well as the development of literacy skills. In order to ensure success in all content areas, and because many of the students are lacking in literacy skills, both reading and writing, literacy development will be an integral part of the instruction. Specifically the following will occur:

- All students will receive reading assessments at the beginning, middle and end of the school year. These assessments will determine the students' reading level and any areas of weakness. Targeted intervention and instruction will be provided based on student needs.
- All students will receive a reading interest and reading behavior inventory. The campus will work to provide a wide variety of texts to include the interests and reading level of the student population.
- All classrooms will contain classroom libraries with an extensive collection of texts.
- Independent reading time will be built in to the school day.
- Students will receive instruction in all a variety of genres, both for reading and writing.
- Teachers will regularly meet with students to conduct reading and writing conferences, offering support and specific focus skills.
- Students will receive reading instruction to build comprehension skills with a strong focus on non-fiction texts in order to build reading in all content areas.
- All content area teachers will receive training on literacy skills and development to ensure reading is taught in all content areas.
- Writing will be a part of each content area, as students hone their skills in writing in genres appropriate for their grade level.

MSE-E's instructional approach will strive for equity by providing a rigorous, challenging STEM curriculum to serve all students, a focus on formative assessment, and a culture of high expectations and support. While Tennessee has not yet adopted the Common Core State Standards (CCSS), MSE-E is committed to ensuring all of our programs are aligned to the CCSS as well as the State standards.

Our curriculum is inquiry-based and student-centered and matches the focus of the CCSS on rigor, depth, and higher-order skills such as conceptual understanding and application. In addition, we emphasize mastery of 21st century skills that all students will need to be successful in college and career.

Attainable standards for ELL

MSE-E will ensure that the standards are attainable for English language Learners (ELLs) using three phases. In Phase I, ELP standards will be integrated into core curriculum scope and sequence documents and teachers will use differentiation strategies. ELL students will be mainstreamed. Phase I will be applicable to all ELL students. In Phase II, ELL students who need additional instruction will be given sheltered instruction. The ESL curriculum used during Phase II will be suited to the students' developmental levels. In Phase III, the students will have independent study using educational software at their level to work at their own pace.

Attainable standards for students with disabilities

MSE-E will ensure that the standards are attainable for students with disabilities. In Phase I, modifications will be integrated into core curriculum scope and sequence documents and teachers will use differentiation strategies based on individual students' IEP. MSE-E special education department will develop IEP for each child with disabilities and train the teachers on IEP's and modifications. Teachers will modify their lesson plans and curriculum materials for a child with disabilities based on his/her IEP. Students with special needs will be mainstreamed. Phase I will be applicable to all students with disabilities. In Phase II, students with disabilities who need additional instruction will be given sheltered instruction. The curriculum used during Phase II will be suited to the students' developmental levels.

1.7. Marketing, Recruitment and Enrollment

Describe the marketing, recruitment and enrollment practices of the proposed school.

- Describe how parents and other members of the community will be informed about the school.
- Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, responsible parties and benchmarks and timelines that will demonstrate suitable progress over time. Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?
- Describe how students will be given an equal opportunity to attend the school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English Language learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.
- Provide as **Attachment 3** the school Enrollment Policy, which should include the following:
 - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms.
 - Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107.
 - Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113.
 - An explanation of the purpose of any pre-admission activities for students or parents; and
 - Policies and procedures for student waitlists, withdrawals, re-enrollment and transfers.
- What school zones within the LEA will the school target? Why were these schools selected?
- What outside groups would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

Recruitment of students shall be the responsibility of MSE-E. The recruitment process will include public notice through newspaper advertisements, direct mail, community information sessions, and announcements in local newsletters as well as notices on the school's website to outreach to families in poverty, academically low-achieving students, students with disabilities, English Language learners and other students at risk of academic failure. Open houses, school tours and presentations are also part of the recruitment activities. During this recruitment process, MSE-E will provide parents of potential

students with accurate information about the programs, services and amenities available at MSE-E, and will highlight the unique characteristics.

MSE-E will recruit the students who are eligible to attend the Memphis City Schools. Similar recruitment techniques will be utilized every school year during the recruitment season. Except for the initial year of operation, MSE-E agrees to complete registration for the upcoming school year and provide the names and addresses of all accepted students to the school no later first day of August.

MSE-E will enroll eligible students defined below;

Requirements for students to be able to attend Tennessee charter schools are the priorities in MSE-E admission policy. T.C.A. 49-13-106 defines eligible public charter school students as:

1. *Students who were previously enrolled in a charter school;*
2. *Students who are assigned to, or were previously enrolled in, a school failing to make adequate yearly progress, as defined by the state's accountability system, giving priority to at-risk students;*
3. *Students who, in the previous school year, failed to test proficient in the subjects of language arts/reading or mathematics in grades three through eight (3-8) on the Tennessee comprehensive assessment program examinations;*
4. *Students who, in the previous school year, failed to test proficient on gateway examinations in language arts/reading or mathematics;*
5. *(i) Students who are eligible for free or reduced-price lunch and who are enrolled in LEAs that have an average daily membership (ADM) of fourteen thousand (14,000) students or more and three (3) or more schools which have missed the same benchmark for adequate yearly progress for two (2) or more consecutive years resulting in such schools being designated as high priority schools.*

(ii) Notwithstanding the provisions of subdivision (E)(i) to the contrary, any LEA operating in this state may choose by a two-thirds (2/3) majority vote of local board of education to allow students eligible for free and reduced-price lunch to be eligible to attend charter schools.

MSE-E will implement a student recruitment strategy that includes the following strategies to ensure fairness and diversity in the MSE-E admissions process:

- 1) An enrollment process that is scheduled and adopted to include a timeline that allows for a broad based recruiting and application process.

- 2) The informational and promotional materials development that appeals to all of the various racial and ethnic groups
- 3) The appropriate development of these materials in languages other than English to appeal to limited English proficient populations.

The distribution of these materials reaches variety of community groups and agencies that serve the diverse racial, ethnic, and interest groups in the district. So, MSE-E governing board has come up with the following targeted MSE-E student population based on the district demographics.

Projected Student Population	
Subgroups	Percentage
Asian	~1
Black	~85
Hispanic	~13
White	~1
Economically Disadvantaged	~95
Student with Disabilities	~10

1.8. Community Involvement and Parent Engagement

Describe how parents and community members have been and will continue to be involved and engaged in the development of the proposed school. In this section:

- Describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.
- Provide as **Attachment 4** the Student Handbook and/or forms that will be provided to or required of students and families, including any “contracts” with students and parents.
- Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.
- Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.
- Discuss the community resources that the school will cultivate for students and parents. Describe any partnerships the school will seek to establish with community organizations, businesses, or other institutions. Specify the nature, purposes, term, and scope of each partnership, including any fee based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include any documentation of pledged support from prospective partners as an **Attachment 5**.
- Include, as **Attachment 6**, letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and reflects a community’s needs and interests.

Community involvement and parent engagement refer to activities that improve the quality of life in a community while honoring the culture, traditions, values and relationships in that community. By including activities that shape students’ sense of identity and culture, schools can build a sense of community in each student. Thus schools have a role to play in promoting both personal growth and cultural renewal.

Suggested Strategies

An Action Team/Working Group can plan to build community through the school – for example:

- consider and implement ways in which the school can become a community resource e.g., for adult learning and community meetings;
- provide a place for potential parents and students of the school to meet and participate in programs e.g., for early literacy learning, health care, etc.;
- assist the resettlement of new migrants, through the work of English as a Second Language teachers and families;
- invite people in the community to attend school functions;
- invite local civic and service groups to become involved in the school in a variety of ways such as mentoring students and speaking to classes

Efforts

The following are a few of the efforts put forth by MSE-E to ensure robust family involvement.

a. Parent-Teacher Organizations (PTO)

The purpose of the PTO will be to enhance and support the educational experience at our schools, to develop a closer connection between school and home by encouraging parent involvement, and to improve the environment at our school through volunteer and financial support. Parents are encouraged and invited to join the Parent Teacher Organizations at each campus prior to the start of the school year. Elected officers of PTO can include President, First Vice President, Second Vice President, Secretary, Treasurer, Assistant Treasurer, and Parliamentarian and Liaison Officers and terms are to last one year. In addition, the school's administration will select a PTO chairman from among active and respected community members and parents. The Liaison Officers positions (which consist of two (2) Teacher Liaisons and an Administrative Liaison) shall act as conduits between the PTO and campus faculty. The principal shall appoint faculty members to these positions. The Liaison Officers shall perform such other duties as assigned by the PTO President or a Vice President. The PTO will meet monthly during the school year.

b. Access to Information

Parents have a right to know what is occurring in their child's school. All school administrators have an obligation to see that all parents are kept systematically and adequately informed about school's non-academic, academic and fiscal performance in a transparent way. Informative sessions will be held regarding.

The school will annually hold a public informative meeting for and with parents, family, and school community members to inform, explain, and discuss yearly school and student progress data, Annual Performance Reports (the PCSB's Performance Management Framework and the State's accountability index), school program plans, and other legally required public meetings including financial program information. Parents, families, and school community members will annually assess the effectiveness of its school program, including the family and community engagement component.

Some of the avenues available to parents looking to acquire this type of information from their child's MSE-E campus include:

1. MSE-E Parent Mobile Application is a great tool for parents to keep in contact with the school and track their child's progress, including student grades, homework, discipline points, attendance, school bell schedule, lunch payments, school event calendar and newsletter by receiving push notifications.
2. Teacher-Parent Conferences are another option available to parents looking to be more involved their children's educational life. Parents are encouraged to attend and participate in at least one parent-teacher conference every ninety (90) days during the academic year.
3. Home visits are an excellent way to improve the relationship between staff, parents and students. Sharing student progress through lively, face-to-face dialogue and discussing college opportunities are the main reasons for conducting home visits but MSE-E teachers and staff also conduct these visits to celebrate birthdays as well as offer condolences to a family experiencing difficulties. These efforts to

connect with our students' families definitely increases trust. The benefits of building trust in this way have and continue to be reflected in the classroom and beyond.

4. Online MSE-E Database Access provides a great way for parents to monitor their children's attendance, grades, and class grade averages and can be accessed through the school web site. This interactive, password-protected, web-based system provide parents with a method to communicate with classroom teachers, ask questions, share their suggestions/complaints, and most importantly, receive updates about school activities. As yet another show of its commitment to parent involvement and development and to increase computer literacy among parents, MSE-E will provide free computer classes throughout the academic year.

5. Progress and Grades Reports will be sent to home regularly to inform parents about their children's progress.

6. Curriculum Nights will play an important role into MSE-E' school life. Parents have the right to receive up-to-date information about each academic discipline within the school's curriculum. Curriculum Nights are excellent opportunities for parents to review and share their concerns about the curriculum during the curriculum nights.

7. Morning and Afternoon Short Conversations that take place between school staff and parents during drop off and dismissal, as MSE-E does not provide bus service to its students, go a long way in keeping communication flowing. MSE-E firmly believes that not offering transportation actually strengthens the connections between parents and school personnel.

8. Parent Information Room provides parents with an invaluable means to closely monitor their children's progress. This room will be equipped with a kiosk machine, computer and printer with internet. Parents can print day to day progress report at their convenience.

9. Newsletters will be issued weekly. This will keep the parents up to date about school events. E-mail circulation, school web site and the school's weekly newsletter will play an important role in keeping parents informed of upcoming events and encourage participation in activities such as field trips, talent shows, fundraising, classroom projects, and attending legally required meetings.

10. Suggestion Boxes will be installed in each campus' lobby so that parents and other family members always have a method of expressing their opinions, thoughts and concerns about general school operations.

11. Most Common LOTE (Language Other Than English) will be used to translate all documents into the languages most frequently spoken at that campus so the school can communicate freely with ESL and non-English speaking parents as well. At least one of the front office personnel will be bilingual in the most frequently used LOTE language at that particular campus. School officials will also use a translator in meetings when necessary.

12. Social Events such as MSE-E Back-2-School Bash, Fall Family Festival, Thanksgiving Banquet & Food Drive, Holiday Dinner & Winter Clothing Drive, Muffins with Mom and Donuts with Dad and Six Honor Roll and Recognition Assemblies will increase the school spirit and parental involvement, as well as offering access to information. All events help create comfortable environments where school staff interact and speak informally with parents.

13. FERPA will be fully enforced at MSE-E. Parents will have access to all public documents such as teachers' credentials. Schools will share their Highly Qualified Teacher Report, as required under the NCLB statute in a timely manner. At the beginning of each school year, the school will notify the parent of each student attending with information regarding the professional qualifications of their student's classroom teachers. The school will also provide this information upon request from a parent. The notification will include, at a minimum:

- 1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- Undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree; and
- 4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

c. Volunteering

Parents will be asked to volunteer upon enrolling their child at a MSE-E campus. It will be optional but creates another way for parents to be involved in school life. Classroom teachers will have the opportunity to improve the curriculum in the classroom because of the presence of volunteers to take care of tasks such as copying, reading books to students and helping to provide certain accommodations for students who need them. Each classroom teacher will prepare and share a monthly wish list so that parents will know how they can help.

In conclusion, a school can't perform well without parental involvement. Students' successes will be diminished without parent support and active participation. MSE-E will seek all opportunities to involve parents in school life. Parents who are involved the most will be publicly acknowledged and appreciated at special celebration events and are also given recognition by our Board of Directors. Parents will be included all decision making processes. The School Board and all committees, such as the Title I School Improvement Plan Committee, will have parental representation to ensure that parents are involved in the school's operations at every level.

d. Reaching out to non-English speaking parents

Reaching out to parents with limited English language skills and helping them to feel welcome at school is one of the biggest challenges for schools. Self-transportation will provide a great opportunity to MSE-E staff members to interact with parents during dropping off or picking up their children by a warm smile and a friendly greeting. During all interactions with those parents, MSE-E will hire multilingual staff and use bilingual students to help translate and provide access to translated documents, and send home correspondence in different colors to make those simple.

e. Parents with disable student

MSE-E values all parental involvement because it is crucial for the education of the students. To ensure effective communication with families with disable students, MSE-E will have a transparent and accountable communication with parents. MSE-E will conduct parent, student and teacher conference to go over their rights and opportunities that students will have at MSE-E.

During the conference, parents will be informed about their child's rights through Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities .This document will inform the parents about their specific rights under the Individuals with Disabilities Education Act (IDEA) and responsibilities in special education process.

Notice of Parents Rights will also be provided to the parents of the students with 504 Plan to inform them about their rights and MSE-E's responsibilities under Section 504.

f. Reaching out Parents during emergencies

Communication is the key element to involve all parents in the school's operations at every level. Parents will be notified in case of school closure, early releases, and late starts due to inclement weather or emergencies through voice calls, texting, e-mailing, campus social media and website, local radio and TV stations.

g. Community Participation

Everyone in a community gains benefit from a successful school. Success depends not just on one individual, such as a principal or teacher, but lies in the hands of many. Parental and community involvement will help and support a healthy, joyful, collaborative school environment. Schools and communities are mirrors to each other; a thriving school will result in a thriving community. This is achieved by a constant exchange of giving and taking between the two entities.

Other efforts on this front include but are not limited to: hosting business breakfasts/dinners, luncheons, involving community events, organizing career days, developing partnerships and collaborations with local community colleges and universities, organizing fundraising events that benefit people affected by natural disasters such. Working to develop and expand external relations for each campus, school staff regularly attends local Chamber of Commerce luncheons and network events, work to develop rapport with all community stakeholders such as state senators, and representatives, as well as civic organizations.

Upcoming are panel discussion series that tangibly bring together students, staff, parents and community leaders will be hosted in each major city on topics such as Bullying and Obesity, while the upcoming STEM (Science, Technology, Engineering, Mathematics) Conference and Expo will help to bring community awareness of the academically rigorous and successful programs offered at MSE-E.

Community members will be asked to support our proposed program and advertise it to larger community. In addition, the sponsoring entity will invite many community leaders, government officials, and law makers to the school to share their experiences with school officials, students, and their parents.

School Partnerships

MSE-E fully recognizes the importance of active parental involvement and works to ensure that this is given the utmost attention. It is our belief that truly successful students are a result of the unified efforts of school staff/administration, teachers, parents and the community at large.

Parents, local business owners/officers, faculty and staff from local universities and community colleges will be invited to the school to discuss our proposed mission and educational programs by current school staff before establishing the new school. According to a recent study by the National Coalition for Parent Involvement in Education, when schools and families work together to support learning, everyone benefits:

- Students do better in school and in life
- Parents become empowered
- Teacher morale improves
- Schools perform better
- Communities grow stronger

To close any gaps among students, parents and staff, MSE-E actively seeks ways to bring these stakeholders together very often so that all students will achieve success emotionally, socially and academically. A student succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Parental involvement in this partnership will include:

- a. Encouraging your student to put a high priority on education and working with your student on a daily basis to make the most of the educational opportunities the school provides.
- b. Becoming familiar with all of your student's school activities and academic programs, including special programs, offered in the school. Discuss with the teacher or Principal any questions you may have about the options and opportunities available to your student.
- c. Monitoring your student's academic progress and contact teachers as needed.
- d. Attending scheduled conferences and requesting additional conferences as needed.
- e. Becoming a school volunteer or participating in campus parent organizations.

In order to create the conditions that enable effective programs of family-school partnerships to be developed and sustained, the following supporting structures need to be in place at both systemic and school levels:

- I. Written policies and administrative support for family involvement;
- II. Accountability to the community, to report on outcomes and drive improvement in partnership programs;
- III. Support networks, to enable school communities to share ideas, issues and best practice;
- IV. Parent/staff action teams for partnerships to plan, organize, implement and evaluate partnerships programs.

a. Family- School Action Teams

Any successful partnership program will involve parents, careers and families at the local level in its preparation, planning, implementation and review. A dedicated family-school Action Team of teachers, administrators and parents to develop and coordinate partnership plans and activities, can provide the basis for improving family-school links.

School communities are encouraged to review their current supporting structures and develop new structures where necessary. This may include establishing a dedicated family-school Action Team of administrators, teachers and parents or using an existing working group – to develop and coordinate the partnership plans and activities. This Action Team would:

- audit existing arrangements and practices and collect information on the views, experiences and wishes of teachers, parents, administrators and students;
- confirm that the school administrators and the parent network endorse the concept of partnership and inform the school community;
- develop plans for implementation, setting goals, timelines and success indicators;
- arrange training for the Action Team and appoint class coordinators;
- implement selected and agreed activities;
- evaluate the effectiveness of the partnership initiatives;
- continue to improve and coordinate practices for the seven dimensions of family-school partnerships identified in the following section; and
- explore options for new partnerships.

Key Dimensions of Family-School Partnerships and Strategies

The Family-School Partnerships Program identifies seven dimensions as guidelines for planning parent and family participation in all its forms. These seven dimensions are:

- I. understanding of roles;
- II. connecting home and school learning;
- III. communicating;
- IV. participating;
- V. decision-making;
- VI. collaborating beyond the school; and
- VII. building community and identity.

A brief description of each dimension and suggested strategies or approaches under each key dimension to develop family-school partnerships are outlined below. These strategies provide practical pointers for schools not only about how to initiate partnerships, but also about how to make it possible for families to initiate partnerships and to have their perspectives – on family-school relations, parents' responsibility in education and the needs of diverse families – represented in these partnerships. They are designed to support school communities in developing family-school partnerships, to assist them to reflect on their existing practices and plan for improvement.

The different strategies are designed to build on each other; none of them is a 'cure-all' by itself. They are not intended to be exhaustive but are examples of good practice to help school communities' move towards partnerships. Strategies can be added or modified for each key dimension. They will also overlap across key dimensions. Skills-building for families, school leaders and teachers is a crucial strategy for each key dimension.

I. Understanding roles

As primary educators of their children, parents/careers and families have a lasting influence on their children's attitudes and achievements at school. They can encourage their children's learning in and out of school and are also in a position to support school goals, directions and ethos. Parents look to schools to provide secure and caring environments for their children.

Families and schools can reach mutual understanding of each other's roles and priorities in partnerships by:

- exploring the nature of the parent role in the education of their children to develop mutual understanding;
- offering strategies for parent/career support and encouragement of their children's learning at school;
- organizing workshops/discussions/meetings and demonstrations around areas such as literacy and numeracy, home and classroom work, raising resilience and confidence in young people, transitions and careers and so on, depending on local needs and priorities;
- ensuring families understand school goals, curriculum and the social objectives of schooling; and
- ensuring schools understand family, parent and community priorities.

➤ **Suggested Strategies**

Consider establishing a dedicated Family-School Partnership Action Team of parents, teachers and school leaders

- Assess whether school arrangements meet good practice for partnership between families and the school
- Survey parents, families and community members to determine their needs and priorities
- Develop and distribute a written policy, in consultation with the school community, on family-school partnerships
- Conduct forums which discuss:
 - parents' role as the first educators of their children;
 - the research which links parental support and involvement at school with improved learning outcomes for children and improved school culture
- Identify parents/groups of parents to present the forums to their parent peers
- Organize discussions/meetings/workshops around areas of school goals (e.g., resilience, literacy and numeracy) which allow parents to share their experience and understandings of parenting, school goals and school culture

II. Connecting home and school learning

This dimension involves:

- families and schools creating positive attitudes to learning in each child;
- ensuring families are informed about and understand their child's learning progress;
- families and schools valuing and using the skills and knowledge children bring from the home to the school and from the school to the home;
- families and schools recognizing and using literacy and numeracy learning opportunities in the home environment; and
- parents working with teachers in the educational decision-making process for their individual child.

➤ **Suggested Strategies**

An Action Team/Working Group can plan and implement initiatives that explore links between home and school learning through newsletters, discussions, class meetings, etc. such as:

- the ways in which parents and families can encourage, motivate and reinforce children's learning at school;
- the links between home learning activities and learning in the classroom;
- the literacy/numeracy learning opportunities in the home;
- the ways in which classroom practice recognizes the family environments of the students and uses texts and activities from home and the wider community;
- the school's homework policy, with homework designed to assist parental support and tips for parents on how they can monitor and discuss schoolwork at home;
- the involvement of families in setting student goals each year and in career planning;
- information for families on the skills required for students in all subjects at each Year level;
- additional opportunities for discussions about student progress between home and school

III. Communicating

This dimension emphasizes that effective communication:

- is a two-way exchange between families and schools;

- involves not only an exchange of information, but also an opportunity for schools and families to learn about each other;
- needs to take into account cultural and linguistic diversity and not assume that all families prefer, or are able, to communicate in the same way;
- is multi-dimensional – it may be:
 - formal or informal,
 - happen in different places (both in the school and in other sites such as community centers), and
 - use different modes (oral, written, face-to-face, phone, email, etc).

Family-school communication needs to be taken seriously – it must be valued, recognized, and rewarded by schools and education systems. It is essential to provide teachers and school leaders with education and training programs to prepare them to communicate effectively with families. It is equally important to empower and encourage families to communicate effectively with schools.

➤ **Suggested Strategies**

An Action Team/Working Group can plan for effective two-way communication between school and home for example:

- conduct a survey to assess communication needs;
- review the newsletter for relevance and ease of language and promote feedback;
- consider the placement of 'welcome' signs around the school;
- review current school practice on inviting parent and family participation and consider how this can be improved;
- consider working with parents and families to develop a parent handbook of information on school rules, policies, mission and goals, curriculum standards and assessment procedures, hold a launch event, put it on the website;
- find out parent/family time availability for participation in events, workshops, etc.
- examine good 'front desk' reception practice, including bilingual office staff where appropriate;
- set in place alternative methods of parent-teacher interviews when personal circumstances prevent parents from attending a face-to-face meeting;
- consider the appointment of a school contact person/s to assist and support parents in their interactions with the school (i.e. home/school liaisons);
- education and training programs for teachers/administrators that prepare them to communicate with parents effectively and extend their reporting skills;
- programs to welcome new families;
- folders of student work sent home regularly for review and comment

IV. Participating

Families' time, energy and expertise can support learning and school programs in many ways. This may involve family members:

- working with students on learning activities in classrooms,
- participating in other school activities outside the classroom, or
- participating in activities outside the school itself.

Families participate in the school in a wide variety of ways and all contributions are valuable.

➤ **Suggested Strategies**

An Action Team/Working Group can plan the support of volunteers and greater participation of parents – for example:

- assess volunteer needs of schools and list the many ways parents and families can participate and interact with school and the school community;
- develop a policy for recruitment, training, goal setting and recognition for volunteers;
- ask family members how they would like to participate at their child's school and respond in a timely manner to those indications, i.e. establish a skills bank;
- invite family and community members to become involved as guest teachers, guest speakers about their jobs/career opportunities, excursion chaperones, tutors/mentors, sport coaches, and so on;

- implement flexible schedules for volunteers, assemblies and events, so that all are able to participate;
- invite parents to volunteer to have students 'work shadow' them;
- arrange working parties or committees for parent leadership and participation (e.g., on safety or student behavior);
- make sure parental involvement in children's learning is a recognized topic of staff meetings, professional development and in the induction of new staff.

V. Decision- making

Parents are entitled to be consulted and allowed to participate in decisions concerning their own children.

Parents can play meaningful roles in the school decision-making processes. Training and information to make the most of those opportunities can be conducted as part of the partnership programs and processes of the school.

An inclusive approach to school decision-making and parental involvement creates a sense of shared responsibility among parents, community members, teachers and administrators. In turn, shared responsibility:

- ensures that parents' values and interests are heard and respected, and
- makes the school more accountable to its community.

➤ Suggested Strategies

An Action Team/Working Group can foster family involvement in decision-making – for example:

- arrange for the school community to be consulted on new school policies e.g., assessment, reporting and curriculum changes;
- encourage participation in the Parents and Friends organization and school council and provide appropriate induction and training;
- seek out and include parent leaders from all racial, ethnic, socioeconomic and other groups at the school;
- include students (along with parents) in decision-making groups;
- provide for parent input to formal school reviews;
- offer training and support to parent leaders;
- establish networks to link all families with parent representatives

VI. Collaborating beyond the school

This dimension involves identifying, locating and integrating community resources. The wider community provides services to strengthen and support schools, students and their families. Schools, families and students can assist the community in return. Schools are increasingly relying on collaborative efforts with partners such as:

- local businesses,
- after-school care providers,
- higher education,
- foundations, and
- other community-based agencies.

➤ Suggested strategies

An Action Team/Working Group can plan for interaction with the wider community – for example:

- gather and provide information and access for students and families on community health, cultural, recreational, social support and other programs/services;
- gather and provide information on community activities that link to learning skills and talents, including summer programs for students;
- establish partnerships with other service agencies e.g., student health nurse;
- inform families of community programs for students e.g., tutoring, mentoring and business partnerships;
- invite past students to participate in school programs for students;
- establish partnerships with local businesses to provide work experience and structured work placements for students;

- develop an outreach community service program by schools and families e.g., recycling, musical performances and voluntary work with seniors

Attachment 4: School Handbook

Attachment 5: Documentation of pledged support from prospective partners

Attachment 6 : Letters of support from Community

2. OPERATIONS PLAN AND CAPACITY

2.1. Governance

Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups. In this section:

- Describe the composition and size of the governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the school will be an educational and operational success.
- Describe how the board will evaluate the success of the school, the school leader and its own performance.
- Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?
- Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.
- Describe the training or orientation new board members will receive. What kinds of ongoing development will existing board members receive?
- How will this board handle complaints? This process should be clear and follow an appropriate route for resolution of concerns raised by students, parents and/or stakeholders.

List all current and identified board members and their areas of focus or expertise roles on the table below (adding rows as needed).

FULL NAME	CURRENT JOB AND EMPLOYER	AREA OF FOCUS/EXPERTISE
CHAIR: DR. CEM AKKUS	GIS Analyst at School of Public Health – University of Memphis	Community Service/Outreach/Organizational Experience/ Fundraising
VICE-CHAIR: EMIN KUSCU	Program Manager at Biomedical Informatics – University of Tennessee	Community Service/Outreach/Fundraising
PATTY FARMER	N/A	Parent/Community Involvement/Fundraising
FATIH SEN	BioMedical Informatics – Le Bonheur Children’s Hospital	Community Service/Outreach/ Fundraising

The sponsoring entity, Read Foundation (RF), is a non-profit corporation that was established according to Federal and Tennessee non-profit corporation laws. The board of directors of the RF is dedicated to quality education and promotes science, mathematics, and engineering, and technology in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific and literary purposes. No part of its net earnings shall inure to the benefit of any private shareholder or individual, no substantial part of its activities shall conduct propaganda or otherwise attempting to influence legislation, and it shall not participate in or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

The board of directors of the Read Foundation will be the governing body of the MSE-E. The current board will be the governing board of MSE-E, and there will be no transition. The members of the RF are made up of dedicated educators and distinguished community members. The RF members possess

expertise in education, finance, management, and non-profit governance. In addition, the RF members have a great deal of experience in school administration, medicine, science, mathematics, and computer education at a national as well as at an international level. Members of this unique board are volunteers and no member is paid for the services he or she provides. In addition, MSE-E is supported by various community members and business people in the City of Memphis. The RF members are inspired by the opportunity that will be given to them to prepare students for a future that will ask much of them.

Individually and collectively, each member of the RF has the outstanding experience and qualifications that are necessary to govern a successful charter school. Mr. Cem Akkus is an educator and consultant to a charter school and helped to create after school programs for underprivileged students. Mr. Kuscu is a computer specialist who helped hundreds of students during after school programs. Dr. Sen has been helping students with science fair projects and science Olympiads. Mrs. Farmer has been serving in school PTA's for several years. She has sponsored several fundraising activities. Recently she organized an open house to all community members, and more than 150 families visited MSE campus.

- a. final authority to approve, adopt and/or amend the budget of the charter school,
- b. final authority to approve direct disposition or safekeeping of public records; and
- c. final authority to approve audit reports.

Number of directors may never be less than four (4): The number of the directors may be increased or decreased as needed by amendments. The proposed school's principal shall sit in the board meetings as a non-voting member to inform them of daily operations. The board of directors protects the public interest and upholds the public's trust by applying the highest standards of service in governing the school according to its by-laws, and relevant state and federal statutes. It is the duty of the board to make plans, establish policies, and assess the performance of the school as a whole.

The board members' main goal is to ensure that all necessary resources are available to accomplish the mission and goals of the organization. Thus, the board will delegate to the appointed principal authority and decision making responsibility for day-to-day operations of the school, including but not limited to: hiring and firing school staff, designing the school's curriculum, and creating the school's annual budget (subject to board approval). The board members' responsibilities include but are not limited to:

- Affirm the mission, goals and objectives,
- Attend regular and special board meetings,
- Provide leadership to board sub-committees,
- Help preparing the budget along with the principal and business manager
- Commit time to developing financial resources for the charter school,
- Evaluate the performance of the principal,
- Establish and maintain all policies governing the operation of the charter school,;
- Ensure that the school adheres to the mission and goals outlined in the charter,
- Hold the principal accountable for the academic success and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise,
- Hear and render decisions on issues brought to the board's attention,
- Participate in disputes that are brought to the board's attention as they relate to the school's discipline policy, especially disputes arising in the areas of expulsion and long-term suspension,
- Handle complaints submitted to the board in a timely manner per the complaints process detailed in the charter application.
- Responsibly review and act upon sub-committee recommendations,
- Assist in identifying resources and attract resourceful people, and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations

Board members will play an active role in the activities of the sub-committees listed below:

1. Academic Policy: Reviews curriculum to ensure compliance with the mission of the school; recommends policy changes to the RF board where appropriate; and participates in the development of program development and evaluation.

2. Personnel: Reviews and recommends job descriptions to the RF board; reviews principal's recommendations for hiring and firing employees and makes recommendations to the RF board; and provides advice on personnel matters to the RF board and the principal.

4. Finance: Drafts annual operating and capital budgets for approval by the RF board (sponsoring entity); reviews monthly actual revenues and expenditures of the operating, capital, and enterprise activities and presents the same to the RF board; and provides advice on financial matters to the RF board and the principal.

5. Facilities and Equipment: Determines space and equipment needs and costs associated therewith; develops plans for any necessary renovations to site; monitors ongoing compliance with regulations; and oversees maintenance of building and equipment.

MSE-E will provide an atmosphere of caring and respect for its students and staff. The fundamentals of a productive relationship between the teachers and the administration will be laid out during the hiring process by effectively communicating the goals and objectives of the school to the teachers. The RF Board will be responsible for making sure that both the administration and the faculty are aware of being part of the same team and the only way to become successful is if everyone does his or her job with integrity and efficacy.

Members of the RF board recognize the fact that parental involvement is a key element in overall student success. The parents will always be encouraged to participate in any part of the school activities and board meetings. A parent will be nominated and elected to be a member of the RF board within six months of the beginning of school operation.

Board Member Training: In order to establish a strong board, orientation and training is necessary for board members to understand the school laws, accountability and compliance requirements, and their overall responsibilities. Upon approval of the charter proposal, the Board president and the secretary will organize an orientation program along with the campus principals. The goals of the Board orientation will be to:

- Discuss the mission, vision, and goals of the proposed school ;
- Communicate the mission, goals, and values of the proposed school;
- Define the roles and responsibilities of the Board;
- Provide an overview of the proposed school's educational program; and
- Discuss the bylaws of the Board.

In addition to initial board orientation, board members along with outside professional consultants and legal advisors will be responsible for developing and implementing an effective training for all board members. Board members will receive ten (10) hours of training during his or her first year of service. The Board members training will include six major topics. These topics are: School law, public records, open meetings, school finance, health and safety, and public accountability. The subsequent years, the board training will be three (3) hours for returning members. Board trainings will be on-going and will address issues pertinent to non-profit governance, school management, and administration. The board training will address the following topics;

- A. School law
- B. Public Records
- C. Open Meetings
- D. School Finance
- E. Health and Safety
- F. Public Accountability.

To complete this ten hour training, Board members will participate in workshops, seminars, and conferences at local and national levels. Additionally professional consultants, lawyers, educators who have extensive knowledge and expertise in those six areas listed above will be hired to provide board training workshops. There will be on-going opportunities for additional training and professional

development for the board including, but not limited to visits to other top performing public and private schools in the area.

The governing board will request quarterly student growth report and annual academic growth assessment report from executive director of the schools. MSE-E will administer several national standardized tests like the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments and measure student progress periodically. These assessments and their reports will allow the board to see and monitor the academic growth of each individual student. Each student will have an individual growth goal for making at least one year or more of progress annually. Growth assessment data will be an important metric as MSE-E looks forward over the next five years.

The board is committed to providing a safe and productive work environment, free of threats to the health, safety, and well-being of the employees. School administrators encourage employees to discuss their concerns and complaints as described in MSE-E staff handbook. School administrators will try to reach a quick and fair solution by the guidance of this manual. All complaints will be handled as confidentially as possible. The complaints which were not solved in the pressing levels in the grievance procedure (or the first step would start immediately from level 3- Complaint to the board) , will be questioned and concluded at level 3 by the board.

The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels. In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level 3 presentation. The Level 3 presentation, including the presentation by the employee or the employee's representative, parent or parent or parent representative ,any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter. The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level 2.

Please include the following governance documents as **Attachment 7**:

- 7a.** Articles of Incorporation
- 7b.** Proof of non-profit and tax exempt status
- 7c.** By-laws
- 7d.** Code of Ethics
- 7e.** Conflict of Interest Policy
- 7f.** Organizational charts delineating the relationship between the board, lead administrator, subcommittees and advisory committees
- 7g.** Board member resumes (including references)
- 7h.** Board policies (including policies on open meetings and open records)

2.2. Start-Up Plan

Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals). Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges. This plan should align with the Start-Up (Year 0) Budget in the Budget Workbook.

The detailed startup plan is listed in the following table in chronological order. Timeline is tentative.

ACTIVITY	TIMELINE		
Approval of charter by the Board of Education of the Memphis City Schools	06/30/2015		
Locating a suitable school facility and bringing it to closure for rental	12/15/2015	-	2/15/2016
School Board forms a hiring/firing committee	12/15/2015		

Hire of principal by board human resources committee	3/15/2016	-	4/15/2016
Hire of key officers by principal and board human resources committee	12/15/2015	-	1/29/2016
Web site set up	12/15/2015	-	1/12/2016
School Board approves start up budget	12/15/2015		
Professional insurance package purchase	12/15/2015	-	1/5/2016
Opening bank account for the school	12/15/2015	-	1/5/2016
Opening account with the BlueCross BlueShield of Tennessee	12/15/2015	-	1/15/2016
Opening account with the Tennessee Consolidated Retirement System	12/15/2015	-	1/15/2016
Opening account with the Tennessee Department of Labor & Workforce Development	12/15/2015	-	1/15/2016
Opening EFTPS account with IRS	12/15/2015	-	1/5/2016
Asset register set up	12/15/2015	-	8/9/2016
Depository contract agreement with Memphis City Schools	12/15/2015	-	2/15/2016
Hire of bookkeeping firm	12/15/2015	-	1/15/2016
Line of credit application	12/15/2015	-	1/29/2016
Office furniture and computer/technology supplies order for the admissions office	12/15/2015	-	1/15/2016
Administrative forms	1/4/2016	-	1/8/2016
Applying for public charter (PCS) school start up grant	1/4/2016	-	1/11/2016
Maintenance supplies account established	1/4/2016	-	1/29/2016
Office supplies account established	1/4/2016	-	1/29/2016
Photocopier lease	1/4/2016	-	1/29/2016
School Board adopts updated accounting policies and procedures manual	1/4/2016		
School Board approves Year 1 budget	1/4/2016		
Addresses obtained from Memphis City Schools	1/11/2016	-	2/15/2016
Background check of staff members	1/11/2016	-	8/2/2016
Development of architectural plans for the school facility	1/15/2016	-	3/1/2016
Asbestos management plan obtained	1/25/2016	-	2/15/2016

Classroom and office furniture order	2/1/2016	-	3/1/2016
Computers and technology supplies order	2/1/2016	-	4/5/2016
Design, print, and distribution of school brochures for student recruitment	2/1/2016	-	3/15/2016
Student recruitment	2/1/2016	-	8/2/2016
Textbook designation and order	2/1/2016	-	3/1/2016
Student uniforms ordered	2/8/2016	-	3/8/2016
Hire of secretaries	2/15/2016	-	3/8/2016
Hire of teachers and other ancillary staff	2/15/2016	-	6/14/2016
Renovation of school facility	2/15/2016	-	7/5/2016
School Board adopts special programs handbooks (special ed, LEP, gifted talented)	2/12/2016		
School Board approves school calendar	2/12/2016		
School Board adopts health and safety policy	2/12/2016		
Utilities set up (water, electric, gas, internet)	2/15/2016	-	2/19/2016
Enrollment filing system established	3/1/2016	-	3/30/2016
Hire of facility cleaning and maintenance services	3/1/2016	-	3/31/2016
Students database set up	3/1/2016	-	3/22/2016
School Board adopts attendance policy	3/12/2016		
School Board adopts student and faculty handbooks	3/12/2016		
School Board adopts curriculum	3/12/2016		
Open houses in school facility, community centers, churches for student recruitment	3/15/2016	-	7/16/2016
Classroom supplies ordered	5/3/2016	-	5/28/2016
Students documents requested from previous schools	6/1/2016	-	7/19/2016
Security related installations (alarm, cameras, secure door opener)	6/7/2016	-	7/5/2016
Extracurricular activities established	6/7/2016	-	7/16/2016
Back up files on server established	7/5/2016	-	7/26/2016
Development of staff duty roster	7/5/2016	-	7/9/2016

Fire drill procedures posted in classrooms, hallways, cafeteria, offices, and gym	7/5/2016	-	7/23/2016
Identification of special education and LEP students before school starts	7/5/2016	-	8/2/2016
Immunization records checked before school starts	7/5/2016	-	8/2/2016
Fire alarm installation		by	7/5/2016
Certificate of occupancy obtained and posted in school's lobby		by	7/12/2016
IT network set up tied to the main server	7/5/2016	-	7/23/2016
Required posters (FERPA, gun free, work place posters, etc.) obtained and posted	7/5/2016	-	7/23/2016
Master key system at the school facility	7/12/2016	-	7/16/2016
Applying for federal IDEA(B) and Title grants	7/19/2016	-	8/9/2016
Free/Reduced lunch and federal program forms mailed to parents	7/19/2016	-	7/23/2016
Staff development for teachers and other ancillary staff	7/20/2016	-	7/30/2016
Orientation day for students and parents	7/23/2016		
First day of school	8/1/2016		

2.3. Facilities

This section does not require a formal agreement for a facility; however, viable options should be explained. Include in your explanation reasonable space requirements, a plan for space utilization, a discussion of potential costs including build-out, and a timeline for when a facility will be ready for student use.

Please list your plan for facilities and include the following:

- Describe the school's facility needs based on the educational program and projected enrollment, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.
- Additional classroom needs including; science labs, art room, computer labs, library/media center, performance/dance room, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.
- The process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.
- A plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107.
- Timeline with reasonable assumptions for facility occupation.

The sponsoring board of directors of MSE-E has been working closely with local real estate companies to secure a building with the best options. Leasing will be the first option to acquire a school facility. Leasing from a third party commercial landlord will obviate any needs for capital to purchase. However, we are seriously considering many other options (lease-to-purchase, direct lending, credit enhancement, etc.) to obtain a school building. Our school board believes that a school building should have minimum of 30,000 SQFT available space to be able to meet the needs of its students and staff in considering educational, operational, safety, and other manners. MSE-E is actively seeking an adequate facility to meet all statutory requirements that the facility will be ready before the first day of school. MSE-E is anticipating

the per SQFT cost construction prices to be around \$110 for a renovation project including architectural and engineering costs, city permit fees, and other unforeseen costs. MSE-E intends to prepare the building ready for August 1st, 2016 that is the first day of the school. Please see the details provide within the table below.

MSE Campus Project Timeline			
#	Procedural Steps	Estimated Needed Minimum Time Frame in Days	Timeline
1	Architect Advertisement	15	August 1, 2015 - August 23, 2015
2	Identfy New Campus Location	30	August 23, 2015 - September 23, 2015
3	Project Architectural Plan Draws	70	September 23, 2015 - November 23, 2015
4	City Plan Review	60	November 23, 2015 - January 23, 2016
5	Project Bid Precedures & Board Approval	30	January 23, 2016 - February 23, 2016
6	Contract Execution	7	February 23, 2016 -March 1, 2016
7	Project Construction	130	March 1, 2016 -July 11, 2016

MSE-E is planning to have about 400 students at grades Kindergarten – 8th at the new campus location that the facility is planned to include classrooms, offices, teacher's lounge, student and staff restrooms, science and technology labs, ESL and special education class, front office, library, cafeteria, and other small needed spaces such as storage room, janitorial storage, and etc. Please see the detailed facility information below;

- At least 15-20 classroom space, each having ~500-800 SQFT.
- At least 7-10 office spaces for principal, deans, etc., each having 150-300 SQFT.
- Cafeteria space about 2000-3000 SQFT space and meeting room space with 300 SQFT
- At least 1000-1500 SQFT library space.
- 2-3 labs (accessible to water) with size similar to a large classroom ~800 SQFT for each room.
- ART and Music rooms for about 700 – 800 SQFT
- Having an optional gymnasium space. If the ceiling is high enough, it can be converted to a gymnastic space as well.
- Meeting room at least 300 SQFT
- Adequate parking space

In a short-term MSE-E plans to have the facility stay as proposed for 400 students. However MSE may plan to expand the facility size if the selected facility allows MSE for expansion of its facility in a long-term.

MSE-E will offer extracurricular activities to its students. In that regard, the new school facility is already planned to have science labs, art room, computer labs, library/media center, performance/dance room, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces. However auditorium space may be planned in the second phase facility improvement if the selected vacant facility has enough space.

MSE-E has been working with a real estate broker to determine appropriate school facility in the area that may be selected as possible facility. Ones the possible locations identifies, MSE-E board will make decision in selecting one of the best options in considering the location, facility size, facility durability, facility conditions, and needed expenditure to bring the building in a good educational facility for MSE-E students and staff.

MSE-E will make sure the hired architectural and engineering firm is following the local, state and federal guidelines for health, safety, and other code requirements.

MSE-E hopes that the building renovation will start latest in March 1, 2016 and end in July 11, 2016. The following actions will be taken to prepare the new MSE-E campus to the first day of the school;

School Building Renovation	3/1/2016	-	7/11/2016
Utilities set up (water, electric, gas, internet)	3/7/2016	-	6/1/2016
Hiring cleaning and maintenance services	5/2/2016	-	6/15/2016
Open houses in school and/or community centers	3/15/2016	-	7/15/2016
Security installations (alarm, cameras, secure door opener)	6/1/2016	-	7/20/2016
Network and Server Installation	7/5/2016	-	7/26/2016
Posting Fire Drill Plans	7/5/2016	-	7/25/2016
Fire alarm installation		by	6/25/2016
Certificate of Occupancy Approval		by	7/11/2016
First day of school	8/1/2016		

2.4. Personnel/Human Capital

Describe the school's proposed leadership structure, and the school's plan for recruiting and selecting faculty and other staff. In this section sponsors should:

- Give a thorough description of the process for hiring the school leader. Explain how the school leader will be supported, developed, and explain the evaluation model used for the school leader.
- Describe your strategy, plans and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators and teachers. Include school's plan for hiring appropriately licensed "highly qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
- Describe the capacity of school leadership in terms of skills, experience, and available time to identify and respond to the needs of the staff and students. Provide resumes for school leadership and previous student achievement data for the individual responsible for academic programming (if available) as **Attachment 8**.
- Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.
- Explain how teachers will be supported and developed. Describe the policies and procedures for evaluating staff, providing feedback and celebrating excellence.
- List any positions that will be grant funded. Include the purpose of these positions and how they will be sustained following the grant period.
- Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes.
- Define and elaborate on the procedures for hiring and dismissing school personnel, including conducting criminal background checks.
- Include a copy of the school's employee manual and or personnel policies as **Attachment 9**.
- Include a copy of the school's organizational chart and highlight the areas of this structure that relate directly to the school's vision and mission as **Attachment 10**. The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

Fill out the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

POSITION	START-UP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PRINCIPAL/SCHOOL LEADER	1	1	1	1	1	1
ASSISTANT PRINCIPAL				1	1	1
DEAN(S)					1	1

ADDITIONAL SCHOOL LEADERSHIP						
ADDITIONAL SCHOOL LEADERSHIP						
CLASSROOM TEACHERS		9	12	15	19	20
CLASSROOM TEACHERS (NON-CORE – SPECIAL EDUCATION, ELL, FOREIGN LANGUAGE, ETC.)		2	3	3	3	3
STUDENT SUPPORT POSITION (SPECIFY – E.G. SOCIAL WORKER, PSYCHOLOGIST, ETC.)		1	1	1	1	1
STUDENT SUPPORT POSITION						
SPECIALIZED SCHOOL STAFF	1	1	1	1	1	1
SPECIALIZED SCHOOL STAFF			1	1	1	1
TEACHING AIDES OR ASSISTANTS				1	1	1
SCHOOL OPERATIONS SUPPORT STAFF						1

Hiring Standards

MSE-E believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school Principal to locate, recruit and hire the best-qualified teachers to meet the school's educational needs. Staff evaluation and selection shall be based on;

- ◆ Strong academic preparation,
- ◆ Professional competence,
- ◆ Intellectual rigor,
- ◆ Emotional maturity,
- ◆ Enthusiastic professional attitude,
- ◆ Knowledge of instructional practices, and
- ◆ Ability to contribute to the furtherance of the school's educational goals.

Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience. Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

MSE-E teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team. The Principal of the school will be responsible for evaluation of the teachers and also advertising available jobs and soliciting applications from new qualified candidates. The Principal will evaluate the teachers and screen all applicants for vacancies and make recommendations to The Personnel Committee for hiring/rehiring. By a majority of votes, the Board shall approve employment for hiring/rehiring with the salary.

MSE-E is committed to hire/rehire the individuals who are best qualified for the job without regard to race, gender, religion, nationality or handicap unrelated to the job.

The Board of Directors will have the ultimate responsibility of hiring and evaluating the principal. Principal/ Executive director will have at least a Bachelor's degree, preferably in education, educational leadership, or related field or two years of administration at a public or private school with a track record of success. There will be other factors to be taken into account when deciding the principal, such as Tennessee Principal License, former administrative experience, innovative capabilities, teamwork/communication skills, and nationwide/statewide success stories.

Administrative Assistant/ Secretarial positions will be hired with a minimum of high school diploma; former experience; computer skills; and teamwork/communication skills.

The following table shows the number of staff to be hired for the initial of school, based on 300 student enrollments. As the enrollment increase it will be adjusted accordingly. All personnel will be required to have licenses as laws state in addition to the qualifications mentioned above.

Type of Employees	Initial School Year
Grade Levels Served	K-2
Enrollment (expected)	225
Principal	1
Assistant Principals	0
Business Manager	0
Counselor	1
Computer Programmer	0
Full-Time Teachers*	10
Sp. Ed. Teacher	1
Librarian	0
Secretary	1
Nurse	0
Custodian	0

*Full time teachers in Mathematics, Science, English Language Arts, Social Studies, PE/Health, Art, Music, and Foreign Language.

T.C.A. 49-13-111(i) states, "All teachers in a public charter school must have a current valid Tennessee teaching license, or meet the minimum requirements for licensure defined by the State Board of Education." MSE-E will hire teachers with current valid Tennessee teaching license, or meet the minimum requirements for licensure as defined by the state board of education. MSE-E will meet the highly qualified staff requirements per NCLB Act. It is the responsibility of Principal to validate teaching licenses with Tennessee Department of Education.

Contribution to the MSE-E Mission

Each MSE-E personnel hired regardless of his/her title will have a firm commitment to

- 1) supporting high-quality standards in education for all students,
- 2) be an individual and/or team-work participant toward the MSE-E goals, and
- 3) respect for all members of the MSE-E community.

Recruitment and Hiring Process

The recruitment will start by advertising at local newspapers, school web site and other teacher/ staff recruitment web sites, if necessary local radio stations as well. Tennessee Teacher Employment Resource Web site, the Tennessee Department of Education's recruitment and referral site, will be one of the best tools that MSE-E will utilize to recruit qualified personnel. Candidates will be asked to submit a cover letter that states their qualifications and their educational philosophy (if applicable), as well as a resume and names of three business references, possibly online.

MSE-E executive director/principal will select from this pool of applicants a list of candidates who meet the minimum requirements. Executive director/principal may also recruit specific individuals who come to his/her attention and who possess experience or expertise considered especially valuable to the school. MSE-E principal will call candidates and arrange an interview. The first interview will consist of conversation and a question and answer exchange. General provisions of all contracts and benefits will be provided to the candidates. MSE-E principal shall use an interview score sheet for each candidate and follow a preset question format to ensure a standardized and fair process. Principal may request the

second interview for some candidates before making decision to offer the position. References will be taking into account as well. Principal then shall offer the best candidate an employment contract. Other personnel such as accountant, media specialist, tech specialist, and classified employees will have working knowledge of their respective areas, and a certification/licensure and college diploma will be an extra credential for their hiring process.

Evaluation of Staff

Principal will be responsible evaluating his/her staff (i.e., assistant principals, special education coordinator, and teachers). Together they will to work to assess progress of students and teachers in meeting the program and academic goals for the school. The principal and school leaders are ultimately responsible to enact the goals of the proposed school. The school officers will be evaluated according to the degree to which those goals are achieved.

The nature of MSE-E will permit teacher/staff evaluation to be both informal and formal. Informal evaluation of teachers will be ongoing during staff meetings, parent-teacher conferences, and daily interaction among students, teachers, and parents. The degree to which teachers are able to work compatibly towards MSE-E mission with other staff, students, parents, administration, and school volunteers is the major element in the informal evaluation. A detailed list of formal responsibilities and the job description will be provided to teachers in MSE-E employee manual, which may be amended by MSE-E Governing Board from time to time in a manner consistent with the applicable laws and this charter.

Formal evaluation will be overseen by the principal or a designee and will be conducted according to TN evaluation guidelines. The Principal will use a Tennessee Educator Acceleration Model (TEAM).

The board of directors will have the ultimate responsibility of evaluating the principal. The board of directors will develop an evaluation process for principal and school officers. The school officer evaluation criteria will be based on job performance, professionalism, and officer's efforts to contribute to the positive learning environment of the school. Additionally, board of directors will adopt a procedure evaluating school officers. The following main domains will be part of evaluation criteria for principal and school leaders; 1) Instructional management, 2) School or organization morale, 3) School or organization improvement, 4) Personnel management, 5) Management of administrative, fiscal and facilities, 6) Student management, 7) School or community relations, 8) Professional growth and development, 9) Academic excellence indicators and campus performance, 10) School Board relations, 11) A student performance domain.

Employment Contracts

The terms of employment for teaching, administrative, and support staff of MSE-E will be determined by contracts. MSE-E faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the Tennessee Charter Law are made part of the agreement. Specifically, employment agreements shall expressly state that each employee acknowledges that he or she is subject to termination with or without cause and employment at the School shall not constitute any basis for tenure under any applicable law.

Teaching staff may be obligated to provide services during the school academic year, in-service days, or during the entire year depending upon their role in the school. The agreement affirms that any material created by staff members for use by MSE-E, or produced using the staff or resources of the school are works-for-hire and all intellectual property rights are vested in the school.

2.5. Professional Development

Describe the proposed school's professional development plan and opportunities and how they relate to the chosen academic focus and plan. In this section:

- Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan.
- Provide a schedule and overview of professional development that will take place prior to school opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or particularly challenging aspects of the chosen curriculum.

- Describe the expected number of days and hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.
- Describe professional development plan in the areas of special education and English Language Learners, including implementation of IEP's, discipline of students with disabilities and communication with ELL families
- Describe how the school's culture and leadership team will support professional growth.
- Describe the plan to cultivate future leadership capacity.
- Explain how the school's staff will demonstrate a spirit of collaboration to share innovative practices across the entire district.

We believe that professional development opportunities provide teachers the skills to maximize student learning. Thus, MSE-E will make every effort to provide best possible professional developments opportunities for teachers. Professional development will be essential in core subject areas and will be emphasized throughout the school year. MSE-E administration will bring colleagues, mentors, and outside experts to the school to provide up to date and research based professional development. Faculty and staff will also be encouraged to participate in professional development workshops at outside educational Institutions and online webinars. The principal will be committed to pursue of a new and innovative instructional strategies and pedagogy that support the philosophy of the school.

There will be two major components of the professional development programs with their sub-components. Here are the major components with their sub-components

1. Workshops/In-Service Programs <ul style="list-style-type: none"> a) Summer Workshops b) Yearlong Professional Developments c) Contracted Service Providers d) Online Training Opportunities 	2. MSE-E Mentoring Program <ul style="list-style-type: none"> a) Yearlong Mentor Support b) Intervention Opportunity
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1) WORKSHOPS/IN-SERVICE PROGRAMS:

Every year, all faculty members and administrators will be required to attend designated professional developments workshops and seminars hosted by the school and the outside educational institutions.

Minimum yearly credit/hour requirements will be as follow:

a) Summer Workshops:

Administrators:

At least 18 hours (or three full days) for the administrators before the school starts.

First Year Teachers:

At least 18 hours (or three days) for the administrators before the school starts.

Experienced Teachers (3 years or more):

At least 18 hours (or three full days) for the administrators before the school starts.

b) Yearlong Professional Developments:

Administrators:

At least 18 hours (or three full days) for the administrators during the school year.

First Year Teachers:

At least 18 hours (or three four full days) for school-wide in-service programs.

Experienced Teachers (2 years or more):

At least 18 HOURS (or three four full days) for school-wide in-service programs.

c) Contracted Service Providers:

Administrators:

At least 18 hours (or three full days) from workshops at Outside Educational Institutions (e.g. Universities, Educational Service Centers)

First Year Teachers:

At least 18 hours (or three full days) from workshops at Outside Educational Institutions (e.g. Universities, Educational Service Centers)

Experienced Teachers (2 years or more):

At least 12 HOURS (or two full days) from workshops at Outside Educational Institutions (e.g. Universities, Educational Service Centers)

d) Online Training Opportunities:

Every learner—no matter how old or young—needs more than just lectures in order to learn. That is why School MSE-E implements PD360 as an integrated product in a system built specifically for educator effectiveness. PD360 is a single sign-in portal for Common Core 360, our Common Core integration tool. PD360 is available to all teachers and educational leaders in MSE-E. With over 2,000 training videos on more than 125 topics and powerful training tools, PD360 can provide an on-demand, personalized professional development experience for any teacher or administrator. Independent research has documented a strong correlation between PD360 usage and improved student learning.

Benefits:

- On-demand access anytime, anywhere on a desktop or a mobile device
- Personalized professional learning with videos and resources for any situation
- Peer collaboration in an educators-only community with over 900,000 members
- Seamless integration with Observation 360, Common Core 360, and other tools in the Teacher Effectiveness System

2- MSE-E MENTORING PROGRAM:

MSE-E Mentoring Program will be implemented at the proposed school campus. MSE-E Mentoring Program will be an ongoing professional development activity. The overall focus of the program is to provide individualized assistance to teachers (entry-year teachers and experienced teachers having serious difficulty in the classroom) and create a positive ongoing professional development atmosphere where everybody can learn from each other. The components of the program offer a useful professional development program model and also serve as an effective evaluation tool to assess teacher performance.

a) Yearlong Mentor Support:

The main focus at MSE-E regarding teacher's professional development is based upon teachers' specific needs in their classroom environment. Teacher is not in a passive position in the group. He/She takes active roles in decision making process. Teacher and the consulting teacher discuss and pick the appropriate method and related instrument together. Initial actions will be taken by the consulting teacher are;

- initial discussion with the teacher
- observation of the classroom
- completing a needs assessment survey, and using the teacher's responses as a basis for further discussion
- completing a goal-setting agreement with the teacher, where specific goals are written and become a major focus over the next few weeks and months.

The consulting teacher then uses this information as a basis for observations, feedback, and conferences with the teacher.

Implementation

a. Formation of teams:

Each team consists of one consulting teacher (Mentor Teacher) and one regular teacher. Minimum Qualifications for a consulting teacher are;

- Earned Tennessee Academy for School Leaders (TASL) Credits
- Two years of outstanding teaching service;
- Proven outstanding classroom teaching ability;
- Proven talent in written and oral communications;
- Proven ability to work cooperatively and effectively with other professional staff members;
- Extensive knowledge of a variety of classroom management and instructional techniques.

b. Training Consulting Teachers:

The two-day workshop is intended to prepare the consulting teacher for his or her new role as a mentor. The workshop focuses on the organizational, technical, and affective knowledge and skills of mentoring. Since not all of the demands of serving as a consulting teacher can be addressed in a three day workshop, it is important that on-going and regularly scheduled seminars be conducted. These seminars should reflect the current needs and concerns of the consulting teachers.

c. Preparation Time Line for Class Visits:

Consulting teachers are supposed to conduct monthly;

- Conference with the assigned teacher.
- Observation, evaluation, and feedback to the teacher.
- Monitor progress toward goals.
- Professional development through observation of other consulting teacher/teacher teams.
- Communicate with the principal.

b) Intervention Opportunity:

Just as students who take ownership in their own learning experience success, teachers who take an active role in their own growth through professional learning communities, professional reading, and quality professional development set a foundation for success in the classroom. MSE-E supports the professional growth of teachers through the dissemination of high-quality articles that support the MSE-E beliefs and practices. MSE-E supports its teachers by mentoring program who finished the first year but still needs to be assigned a mentor based on recommendation made through the appraisal system.

Professional Development Schedule (prior to school opening)

Day	Year 1	Year 2	Year 3	Year 4	Year 5
Day 1-Morning	Welcome Back State Mandated Activities	Welcome Back State Mandated Activities	Welcome Back State Mandated Activities	Welcome Back State Mandated Activities	Welcome Back State Mandated Activities
Day 1-Afternoon	Bloom's Taxonomy & Lesson Planning	5E Model	5E Model	Technology Integrated Learning	Technology Integrated Learning/Best Practices
Day 2-morning	Classroom Management	Classroom Management	Classroom Management	Classroom Management	Classroom Management
Day 2-Afternoon	5E Model & Lesson Planning	Project Based Learning	Project Based Learning	Technology Integrated Learning	Technology Integrated Learning/Best Practices
Day 3-morning	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum
Day 3-Afternoon	Motivation/ Reinforcement Theory	Technology Integrated Learning	Project Based Learning	Technology Integrated Learning	Campus Improvement Plan/ Team

Staff Development Model:

MSE-E supports the professional development of its teachers by conducting professional development workshops that support the work teachers are doing in their classrooms and offers them opportunities to experience lessons and activities that they can transfer to their own classrooms. MSE-E supports the professional growth of its teachers by recommending and supporting teachers in their participation in high-quality professional development conferences and conventions. MSE-E supports the professional growth of its teachers by recommending professional books and journals and by building libraries of professional development books on campuses. MSE-E seeks opportunities for its teachers to present at conferences, publish journal articles, mentor other teachers, and participate in writing projects and other professional development growth opportunities.

The teachers of HSE will be trained on the following instructional practices to deliver quality of education for all students. The model includes instructional management and behavioral management practices.

<ul style="list-style-type: none"> a. Bloom's Taxonomy b. Motivation and Reinforcement Theories c. Lesson Cycle d. 5E model (engage, explore, explain, elaborate, evaluate) 	<ul style="list-style-type: none"> e. Cooperative Learning f. Project Based Learning (PBL) g. Technology Integrated learning (using current technology in the classroom)
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Trainings on those practices will be delivered in campus wide trainings throughout the years as well as teachers will have access to PD360 online tool to improve their skills in these areas. Teachers will also attend the related workshops at outside educational institutions to establish the skills.

Regular Teacher Orientation:

Each regular teacher receives an orientation folder and a local education association handbook. Agenda items for teacher orientation program include the following:

<ul style="list-style-type: none"> • Introductions • MSE-E Mentoring Program description. • Background information sheet filled out by the teacher • Observation and conference forms • Professional growth opportunities • Specific information on the first workshop opportunity for new teachers • Organizing for the first day of school • How to prepare a student centered classroom, setting the tone • Ideas for structuring lesson plans 	<ul style="list-style-type: none"> • Management plan and creating a discipline plan before school begins • Advice for the first week: over prepared, flexible, consistent, respectful • Discussion of teacher presence • Lesson pacing • Staff as a resource • Lists of first day ideas, a checklist of first day musts • Conveying teacher expectations • Preparing a substitute folder • Parent communication
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Professional Development Schedule (throughout the school year)

Day	Year 1	Year 2	Year 3	Year 4	Year 5
Day 1-morning	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum
Day 1-Afternoon	Classroom Management	5E Model & Best Practices	5E Model & Best Practices	Project Based Learning/Best Practices	Campus Improvement Plan/Team
Day 2-morning	Curriculum	Curriculum	Curriculum	Curriculum	Curriculum

Day2- Afternoon	Cooperative Planning /Best Practices	Cooperative Planning /Best Practices	Cooperative Planning /Best Practices	Cooperative Planning /Best Practices	Campus Improvement Plan/Team
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MSE-E will dedicate two days for professional development for its staff throughout the year. Mainly administrators will be responsible to conduct the training as well as they may get support from outside resources. During collaborative planning time grade level teachers will get together and review the past time and plan the rest of the year.

Professional Development for Special Education services:

All factuality will receive training on policy and special education law and the Special Education Framework of 2014 during the onboarding summer training. The components will highlight general special education issues, evaluation and eligibility, functional behavior assessments (FBA), interventions, and accommodations and modifications in the general education classroom. In addition, throughout the school year, staff will receive training consistent with the state guidelines. The Special Education Coordinator will be responsible for tracking the components of staff training and provide opportunities for staff to gain needed training from outside sources.

Professional Development for E.L.L.

The campus staff at MSE-E will be required to complete training on identifying and providing resources for English Language Learners. Each staff member will be trained on the information resources for "ACCESS for ELL's 2.0". In addition, the staff will be given information regarding resources from the Department of Education. During the summer training, a special focus is placed on identification, intervention, implementing IEP's in the classroom, and title III requirements set forth by NCLB.

Professional Development on discipline of students with disabilities

All staff will be required to complete training conducted by the special education coordinator on discipline procedures of students with disabilities. This training will highlight the procedures regarding IEP's and BIP's for Manifestation and Determination, as well as the appeal process for IDEA students, compliance with IDEA regulations, behavior management techniques for IDEA students, and documentation procedures. In addition, school staff will focus on "Maintaining a Safe Environment Conducive to Learning", "Responsibility to Teach Code of Discipline to All Students", "The IEP as Vehicle for Effective Behavior Management", "Addressing and Preventing Behavior Problems", "Behavioral IEP Goals", "Parent Involvement and Services, Problematic Patterns of Behavior and Prevention", and Behavior "Likely to Result in Injury" as topics for professional development during the school year.

Reaching out to non-English speaking parents

Reaching out to parents with limited English language skills and helping them to feel welcome at school is one of the biggest challenges for schools. Self-transportation will provide a great opportunity to MSE-E staff members to interact with parents during dropping off or picking up their children by a warm smile and a friendly greeting. During all interactions with those parents, MSE-E will hire multilingual staff and use bilingual students to help translate and provide access to translated documents, and send home correspondence in different colors to make those simple.

Parents with disabled students

MSE-E values all parental involvement because it is crucial for the education of the students. To ensure effective communication with families with disabled students, MSE-E will have a transparent and accountable communication with parents. MSE-E will conduct parent, student and teacher conference to go over their rights and opportunities that students will have at MSE-E.

During the conference, parents will be informed about their child's rights through Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities. This document will inform the parents about their specific rights under the Individuals with Disabilities Education Act (IDEA) and responsibilities in special education process.

Notice of Parents Rights will also be provided to the parents of the students with 504 Plan to inform them about their rights and MSE-E's responsibilities under Section 504.

MSE-E school leaders will hire teachers and support personnel who will work with them to meet the high expectations of the school program. Prior the school start day and during school year, teacher and administrators will be train to set high goals and expectation for their students and will keep them accountable. High expectations and excellence become a common theme among faculty, staff and students with daily conversation and activities.

Cooperation, collaboration, and total commitment to teamwork are common values that MSE-E. Additionally, access to opportunities for professional development will make our teachers and staff stronger and even more prepared to meet all the needs of the students including students with disabilities and ELLs. All students who enter the school mid-year or after the first year of enrollment or who are ELL or have disabilities will go through an orientation sessions to ensure that they are aware of MSE-E's high expectations and culture after registration. Different assessment tools will be used to identify those student's needs so that they can be supported. Teachers will work together and with administration to create a warm, student-centered environment at MSE-E campus, supported by strong parental involvement and a family-like setting that extends from the front office secretary to the superintendents.

Furthermore, all students will be required to exhibit a caring, responsible, accountable, and value-creating attitude and outlook throughout their journey at MSE-E. Positive reinforcement and incentives will be used to create pleasant environment for all students to observe positive examples of behavior as well as allow them the opportunity to excel. Character Education classes will play an important role in equipping students with necessary tools, values and skills for acquiring and maintaining a positive outlook. We believe that possessing a positive attitude will drive all to success.

Professional Growth Plan

Teachers who take an active role in their own growth through professional learning communities, professional reading, and quality professional development set a foundation for success in the classroom. MSE-E supports the professional growth of teachers through the dissemination of high-quality articles that support MSE-E's beliefs and practices. MSE-E supports the professional growth of its teachers by recommending and supporting teachers in their participation in high-quality professional development conferences and conventions. MSE-E supports the professional development of its teachers by conducting professional development workshops that support the work teachers are doing in their classrooms and offers them opportunities to experience lessons and activities that they can transfer to their own classrooms. MSE-E supports its teachers by allowing its teachers to develop as professionals and to, in turn, share their expertise with other teachers. MSE-E seeks opportunities for its teachers to present at conferences, publish journal articles, mentor other teachers, and participate in writing projects and other professional development growth opportunities.

MSE-E will put in place a "Grow your own Administrator" model that will encourage teachers to advance from new teacher to mentor teacher, to department head, then to administration. The first generation of campus administrators will identify those with leadership abilities and promote the staff to view education as a "craft" rather than as a job. With this outlook, the staff will be looking to improve their abilities inside and outside of the classroom. Furthermore, they will demonstrate this model for the students as they work to improve overtime. Those educators that fully embrace this philosophy will be looked upon to lead the campus in years to come, so that this belief system will be integral to the organization of the campus

Because it is necessary for teachers to collaborate on teaching strategies and current pedagogy, the teachers will have a common planning time built into the weekly schedule. It will be a duty of the grade level department chairs to ensure teachers use this time to work together to share ideas and plan common lessons. In addition, successful practices will be shared school wide during general staff meetings as well as professional developments throughout the year. Book studies, reports on recent professional development trainings and useful tips and tricks can also be shared during this common time to further develop teacher abilities.

2.6. Insurance

Charter schools must have appropriate insurance coverage. This includes workers compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers) and sexual abuse. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements.

Include a letter of required coverage from an insurance company stating they will provide the required coverage upon approval of the charter application as **Attachment 11**. NOTE: if the proposed school intends to have sports teams, additional liability coverage will be required.

MSE-E will provide appropriate level of insurance to comply with all applicable laws and regulations as well as minimizing business risk. Following is a schedule of insurance policies and coverages.

General Liability	
General Aggregate	\$2,000,000
Products & Complete Operations Aggregate	\$2,000,000
Personal/Advertising Injury	\$1,000,000
Rented To You	\$ 100,000
Medical Expense	\$5,000
Employee Benefits Liability – Aggregate	\$1,000,000
Employee Benefits Liability – Each Occurrence	\$1,000,000
Abuse and Molestation – Aggregate	\$1,000,000
Abuse and Molestation – Each Occurrence	\$1,000,000
Educators Protection	
Professional Educators Legal Liability – Aggregate	\$2,000,000
Professional Educators Leal Liability – Per Claim	\$2,000,000
Defense Reimbursement – Aggregate	\$300,000
Defense Reimbursement – Per Claim	\$100,000
Commercial Auto Liability	
Hired Car Liability	\$1,000,000
Non-Owned Liability	\$1,000,000
Workers Compensation	
Bodily Injury by Accident – Each Accident	\$1,000,000
Bodily Injury by Disease – Policy	\$1,000,000
Bodily Injury by Disease – Each Employee	\$1,000,000
Umbrella (Excess) Liability	
Products/Completed Operations	\$4,000,000
Each Incident	\$4,000,000
Aggregate	\$4,000,000
Property Insurance	
Blanket Building and Personal Property	\$1,000,000

2.7. Transportation

If applicable, outline your proposed transportation plan as follows:

- How will you transport the students to and from your school? Include extracurricular activities and Saturday school if applicable. Also include budgetary assumptions and the impact of transportation on the overall budget.
- Describe the plan for oversight of transportation operations (e.g., whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.

- Describe how the school will transport students with special transportation needs and how that will impact your budget.
- Describe how school will ensure compliance with state and federal laws and regulations related to transportation services.

MSE-E will not provide transportation

2.8. Food Service

Describe the school's proposed food service plan and include the following:

- A clear description of how the school will offer food service to the students, including how it will adhere to all nutritional guidelines.
- Include any plans to meet the needs of low-income and academically low-achieving students.
- How the school intends to collect free and reduced price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).
- If the school plans to contract for meals, identify the contractor, if known, and describe the services to be provided.
- How the school will ensure compliance with applicable state and federal regulations.

MSE-E will use the district's nutrition service program. MSE-E will not cook on its premises. MSE-E will only heat the food and serve it to the students.

All students in Shelby County receive free breakfast and lunch.

MSE-E will ask parents to fill out Household Information Survey during the registration and update the information on PowerSchool SMS. Please see the attachment 4 Household Information Survey.

Our current facility is in compliance with all state and federal regulations. Health department regularly visits the cafeteria and inform our staff if anything is needed.

2.9. Additional Operations

Describe the school's plan for supporting operational needs of the following:

- Technology:
 - Describe how the school will ensure student access to technology required for state mandated assessments.
 - Describe how technology will be integrated into the school's academic plan.
- Student information management:
 - Describe how the school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.
- School health and nursing services:
 - Describe your plan for compliance with the Coordinated School Health Program, including the plan to hire a School Nurse and a description of his/her role in the school. Include who at the school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.
- Safety and security:
 - Describe your plan for safety and security for students, staff, guests, and property.
- School maintenance.
 - Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.
- Any additional operations as applicable.

If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please detail:

- The name of the CMO or other partner organization if known.
- Selection process and criteria.
- Division of roles between the board and the service provider, and how conflicts of interest will be checked.

- How performance of the provider will be measured.
- Conditions for renewal and termination of the agreement.
- Any monetary obligations of the CMO agreement.
- Include a copy of the CMO agreement as **Attachment 12** if available.

MSE-E will have one computer lab and at least 1 set of Chromebooks and or laptop set. Current tests can be given in a computer lab or in any class with Chromebooks or laptops.

MSE-E will use Student Information Management System (SIMS) for parents, students, administrators and teachers. SIMS allows teachers to update the grades, tests, attendance, and discipline to the system that parents and students can see either with their smart phone application or with a computer. Teachers and administrators will give tests through SIMS database. That will allow us to analyze the tests and students' needs.

MSE-E will use several online programs; Accelerated Math, Accelerated Reader, Study Island, IReady, etc. Teachers will use the computer lab or mobile laptop or Chromebook stations. Every classroom will have a teacher computer and an overlap projector. Overlap projectors will allow teachers to use power point presentation and educational clips to explain the subjects. MSE-E will install smart boards to some of the classes.

During the registration parents will sign consent forms for military recruitment, media release form, and student check out forms. All files and personal information are kept in a lock area in the office. Students and parents cannot enter office area. School secretaries are trained prior to school opening about the FERPA. Teachers cannot see detailed information about students. School will not provide information to a third party without a written consent form.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records.
- MSE-E will have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

MSE-E will notify parents and eligible students annually of their rights under FERPA.

All students in the State of Tennessee are required to have certain shots prior to enrollment. School secretaries and administrators are checking each student's file prior to enrollment. MSE-E has been working with the district approved Well Child services. Well Child provides nurses and trainings to the schools and monitors school level compliance. Principal will supervise the activities of the nurses.

- MSE-E will have fire drills once a month and 2 intruder drills a year.
- MSE-E has a uniform policy for students so that school staff can recognize visitors in the campus.
- All visitors are required to sign in at the front office. If they enter the building they will have a visitor badge.
- MSE-E is a closed campus all doors from outside are locked during the school hours. Front office has 2 access doors. All doors are opened with a magnet that visitors cannot pass without a permit from the front office.
- MSE-E will have panic button at the front office and in admin offices.
- During in service days prior to school openings, MSE-E will have training to its entire staff about the safety procedures.
- MSE-E will provide first aid training to its entire staff.
- MSE-E will install cameras in and outside of the school.
- Parents need to show an ID to check out their students. The name and the picture on the ID will be compared with the student check out form. During enrollment parents may choose to add a password to check out the students.
- After school all students will be in cafeteria or in the main lobby. An adult will supervise the students till their parents pick them up.
- There will be several teachers outside and inside the cafeteria before the school starts.
- MSE-E will do random searches.

Landlord will provide general maintenance of the facility. However, MSE-E will have contract for the followings: janitorial services, AC maintenance services. Principal / school leader is responsible for any other maintenance issues in the building.

2.10. Waivers

Charter applicants should include a list of waivers in the application on the chart below. State laws are available at this site: <http://www.lexisnexis.com/hottopics/tncode> and State Board of Education rules are available at <http://tn.gov/sos/rules/0520/0520/htm>.

Pursuant to T.C.A. § 49-13-105, neither the local board of education nor the commissioner may waive regulatory or statutory requirements related to:

- Federal and state civil rights
- Federal, state and local health and safety regulations
- Federal and State public records
- Immunizations
- Possession of weapons on school grounds
- Background checks and fingerprinting of personnel
- Federal and state special education services
- Student due process
- Parental rights
- Open meetings
- At least the same equivalent time of instruction as required in regular public schools

Rows may be added as necessary.

STATE STATUTE	DESCRIPTION OF STATUTE	PROPOSED REPLACEMENT POLICY OR PRACTICE	HOW WILL WAIVER OF THIS STATUTE HELP STUDENT ACHIEVEMENT?
0520-1-3-.03	Teacher Assignment	Teachers can be on duty less than 7 hours per day	Teachers will have more preparation time for their classes.
0520-1-3-.03(4)(a) 49-1-302(e)(1)	Duty Free Lunch Period	Teachers can have their lunch in cafeteria along with other students.	Teachers presence at cafeteria will improve the

			supervision and help the education climate of the school
0520-1-3-.03(4)	School Term Vacation	Teachers will have 2.5 hours duty free planning time in a week in a study hall.	During study hall or teachers are not instructing to the students, however students can ask questions to the teachers.
49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304-5306, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504-5506 0520-2-2	Career Ladder	MSE-E will renew contract on a yearly based.	Teachers' contracts are renewed every year based on the student achievement performance during the school year.
49-5-101(a) 0520-1-2-.03(6)	Licensed Principals	Teacher without a principal license can work as a principal.	Effective teachers will be able to serve as principals. Effective teachers can perform as effective principal that will improve the student achievement.
0520-1-3-.07(2)	Library Information Center Personnel	RLA teachers or trained personnel can serve as library information center personnel. School should not hire additional staff for library.	MSE-E will use Accelerated Reader (AR). All RLA teachers are providing resources to all students along with AR program. Students have double period of RLA class every day. Class teachers have enough time and knowledge to provide library services along with online resources.
0520-1-3-.07(3)	Library Information Center Collection	MSE-E will use online resources and e book readers (tablet/chromebook/laptop)	Students can access more information online. School will purchase laptops, chromebooks, or tablets that students can go online and search classwork or read books.
49-6-3004(f)	School Year Commencement	MSE-E will update the academic calendar and	Based on students' academic needs,

		start times may vary.	MSE-E may start school early or after the labor day.
49-6-4012	Formulation and Administration of Behavior and Discipline Codes	MSE-E will formulate behavior and discipline policy.	Discipline codes will be formulated and updated based on students' needs. A disciplined environment is vital to student success.
49-6-1003	Bicycle Safety Curriculum	MSE-E will provide transportation safety trainings as a part of class assignment.	Students can learn more by class assignments.
49-6-2206	Use of Unapproved Textbook	MSE-E textbook committee will recommend books for the class.	New books are published all the time and schools should not wait them to be approved. Students and teachers will have the newest books along with the updated curriculum that will improve the student achievement.
49-6-2004	Custody of School Property	Read Foundation will have the custody of all school property.	All school properties will be used for student achievement.
49-3-311	Capital Outlay	Capital outlay can be used for any school building	Capital Outlay money will be used to improve school buildings that will lead a better learning environment for all students.
49-3-306(a) 0520-1-2-.02	Licensed Personnel Salaries	Read Foundation will have a salary scale for its campuses.	School will use its funds efficiently and effectively to hire and retain highly qualified personnel.
8-23-206(a)	Longevity Pay	School will use its pay scale along with retention bonus system	Public money will be used effectively to hire and retain effective teachers.
49-5-5205 0520-1-1-.01	General Requirements for Evaluation	MSE has been using the Team model to evaluate the personnel.	Team model provides valuable feedback to the personnel. Personnel can improve their practices that will improve the student achievement.

0520-2-1-.03	Evaluation of Third-Year Apprentice Educators	MSE has been evaluating all its personnel 4 times a year.	Team model provides valuable feedback to all levels of teachers.
49-5-5302, 49-5-5402, 49-5-5408, 49-5-5502, 0520-2-2-.01	Evaluation of Principals, Assistant Principals, and Supervisors	School board and charter office evaluates the administrators.	Administrators have additional duties than regular public school principals. Evaluation from the school board and charter office will help administrators to improve their daily practices.
49-5-501-513	Tenure	MSE-E does not grant tenure position to any of its employee.	Teachers are evaluated on a yearly basis performance that will motivate everyone to improve their practices every year.
0520-1-2-04 49-5-702-713 49-5-806-810	Leave	Staff will take leave days based on the agreement signed every year.	Teacher attendance is vital for student achievement.
0520-2-2-.01 49-5-408-409	Evaluation Contracts and Termination of Contracts	School signs an at-will agreement with all employees.	At-will agreement gives flexibility to all teachers and to the school.

3. FINANCIAL PLAN AND CAPACITY

3.1. Charter School Financing

The budget worksheet and narrative should be provided as **Attachments 13 and 14**. They do not count toward the 250 page limit for the application.

The budget worksheet is attached. MSE-E used the template provided for Year zero to year five budget projection.

3.2. Public Charter School Planning and Budget Worksheet (Attachment 13)

The budget and financial plan for the charter school must include all anticipated revenues and expenditures. Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department's [website](#).

The financial plan including all anticipated revenues and expenditures is presented in the attachment.

3.3. Budget Narrative (Attachment 14)

Present a budget narrative including detailed descriptions of budget assumptions, revenue and expenditure projections reflecting proposed growth over time. In this section include:

- A plan for compliance with state and federal accounting and reporting requirements.
- How the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement.
- Student enrollment and BEP projections.
- All anticipated funding sources, including grants, state, federal and local per pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.
- All anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds.
- The systems and processes by which the organization and school will manage accounting, purchasing, payroll and audits. Include any draft policies on financial controls, etc.
- The procedures governing the deposit and investment of idle funds and comprehensive travel regulations.
- Describe how the school will provide an independent annual audit of organizational and school level financial and administrative operations.
- Describe your team's individual and collective qualifications for implementing the financial plan successfully.
- Discuss the school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.
- Discuss how one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.
- If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.

4. ATTACHMENTS

Please include attachments numbered according to the following schedule.

- Attachment 1:** Annual Academic Calendar
- Attachment 2:** Student Discipline Policy
- Attachment 3:** Student Enrollment Policy
- Attachment 4:** Student Handbook / Required Forms
- Attachment 5:** Pledged Support from Prospective Partners
- Attachment 6:** Letters of Support / MOUs / Contracts
- Attachment 7:** Board Governance Documents
 - 7a.** Articles of Incorporation
 - 7b.** Proof of non-profit and tax exempt status
 - 7c.** By-laws
 - 7d.** Code of Ethics
 - 7e.** Conflict of Interest Policy
 - 7f.** Organizational charts
 - 7g.** Board member resumes
 - 7h.** Board policies, including policies on open meetings and open records
- Attachment 8:** School Leader Resumes / Student Achievement Data (if applicable)
- Attachment 9:** Employee Manual / Personnel Policies
- Attachment 10:** School Organizational Chart
- Attachment 11:** Insurance Coverage
- Attachment 12:** CMO Agreement (if applicable)
- Attachment 13:** Public Charter School Planning and Budget Worksheet
- Attachment 14:** Budget Narrative
- Attachment 15:** Shelby County Schools Capacity Information

Attachment 1:

Annual Academic Calendar

Memphis School of Excellence Elementary 2016-2017 Academic Calendar				
Date	Day(s)	Event	Students Out	Teachers Out
Before School Begins				
July 25	0.5/0.5	PD/Administrative Day		
July 26	1	Registration/Administrative Day		
July 27	0.5/0.5	PD/Administrative Day		
July 28	1	Professional Development Day		
July 29	1	Professional Development Day		
First Semester Total Instructional Days				
August 1	Monday	1st Day for Students	In	In
August 11	Thursday	Open House - Meet&Greet (5:00-7:00)	In	In
September 5	Monday	Labor Day	Out	Out
September 15	Thursday	Parent- Teacher Conference (4-7 pm)	In	In
September 16	Friday	District Learning Day	Out	In
October 7	Friday	End of 1st 9 weeks	In	In
October 10-14	Monday-Friday	Fall Break	Out	Out
November 11	Wednesday	Veterans Day	Out	Out
November 21-25	Monday-Friday	Thanksgiving Break	Out	Out
December 3	Saturday	School Wide Science Fair (8:00-12:00)		In
December 15-16	Wednesday - Friday	Semester Exams	In	In
December 16	Friday	End of 2nd Quarter 1/2 day for students & Administrative Day (1/2 day)	In (1/2 day)	In
December 19-January 2	Monday - Friday	Winter Break	Out	Out
Second Semester Total Instructional Days				
January 3	Tuesday	Administrative Day	Out	In
January 4	Wednesday	Students Return	In	In
January 16	Monday	MLK Jr. Day	Out	Out
February 9	Thursday	Parent- Teacher Conference (4-7 pm)	In	In
February 10	Friday	District Learning Day	Out	In
February 20	Monday	Presidents' Day	Out	Out
March 10	Friday	End of 3rd Quarter	In	In
March 13-17	Monday-Friday	Spring Break	Out	Out
April 14	Friday	Good Friday	Out	Out
May 23-25	Tuesday- Thursday	Semester Exams	In	In
May 25	Thursday	Last Day for Students Administrative Day (1/2)	In (1/2 day)	In
Total Number of Instructional Days				
Grading Periods	PD (5)	Admin. (4)	Conf. (1)	
87 days 1st Semester	July 25 (.5)	July 25 (.5)	September 15 (.5)	
93 days 2nd Semester	July 27 (.5)	July 26 (1)	February 9 (.5)	
	July 28 (1)	July 27 (.5)		
Report Cards issued	July 29 (1)	December 16 (.5)		
October 7, December 16	September 16 (1)	January 3 (1)		
March 10, May 29	February 10 (1)	May 25 (.5)		

Attachment 2:

Student Discipline Policy

School Address:
4450 S Mendenhall Road
Memphis, TN 38141



Tel: (901) 367 7814
Fax: (901) 367 7816
www.sememphis.org

MEMPHIS SCHOOL OF EXCELLENCE

STUDENT CODE OF CONDUCT

The Student Code of Conduct includes sample violations and sample disciplinary measures and interventions for students. This Code serves as a guide for students, parents/guardians, teachers and administrative personnel. The Code also includes examples of the rights and responsibilities of students, teachers and parents and a parent contract that a parent/guardian must sign to indicate that he/she received and read the Code and will abide by its contents.

A. Level 1 Violations

1. Excessive excused tardiness to school/early releases (excluding medically documented and school sponsored events)
2. Excessive unexcused tardiness to school or early releases (more than 3 times)
3. Unexcused/excessive tardiness to class (more than 5 times)
1st occurrence results in Saturday detention; 2nd occurrence result in 1-3 day suspension
4. Class cutting. Students who are tardy to class (including the first periods) more than 5 times a week will receive Saturday Detention. Students who are late to class more than 5 minutes without excuse will also receive Saturday Detention.
5. **Possession of cellular phones/electronics. Students are not allowed to use cell phones/electronics before or after school in hallways, restrooms, lobby, and inside the classes. Students may use cell phones after school in cafeteria or outside the school.**
6. Possession of objects such as laser pointers (non-use)
7. Failure to wear district-adopted school uniform or violation of the school's dress code
8. Misconduct-level 1 (other Level 1 incidents not specifically listed, such as running in the hall or throwing
a pencil)
9. Cyber bullying (myspace, facebook, twitter, etc.)

Intervention Strategies and Disciplinary Measures

- a. Classroom and school-wide intervention strategies
- b. Confiscation and/or loss of privileges. Confiscated items (e.g., cell phones) shall be returned to the parent

Within 72 hours during a conference with the parent and teacher/administrator.

- c. After school or Saturday detention
- d. In school suspension
- e. Overnight suspension/parent or guardian conference in lieu of suspension

B. Level 2 Violations

Violations

- 1. Continuing to engage in Level 1 violations
- 2. Defiance of school personnel's authority, disrespect, insubordination, refusing punishment or following directions.
- 3. Leaving campus without permission
- 4. Gambling
- 5. Misuse of locker/storage privilege (student is responsible for own property in assigned locker)
- 6. Obscene, immoral, indecent and/or offensive material, behavior, language, gestures, pictures, writings, or propositions
- 7. Profanity, provocative and/or abusive language directed at a student (such as checking or name calling)
- 8. Horseplay (running, chasing, hitting) in classroom, hallway, cafeteria
- 8. Theft (\$500 or less)
- 9. Possession/use of matches, lighters, or fireworks
- 10. Unauthorized parking/reckless driving on or near campus
- 11. False accusations against a student
- 12. Giving false ID
- 13. Failure to present/surrender Student IDs
- 14. Misuse, intentional damage, or theft of Student IDs
- 15. Cheating/plagiarism or forgery
- 16. Posting/distributing unauthorized materials
- 17. False fire alarm
- 18. Possession/use of tobacco product (student must be issued a citation)
- 19. Refusal to surrender electronics (phones, games, etc.)
- 20. Possession/use of over-the-counter medications (e.g., aspirin, cough medicine) without school approval
- 21. Not being in assigned location
- 22. Students are not allowed to eat, drink or carry foods in hallways, classrooms, restrooms and lobby. Food and drink includes; gum, chips, candy, energy drinks, soft drinks, milk, popcorn, sports drinks ...etc**
- 23. Skipping mandatory Saturday school or detention
- 24. Misconduct-level 2 (other Level 2 incidents not specifically listed, such as shoving a student in line—no injury, or throwing a football in the hall—no injury)

Intervention Strategies and Disciplinary Measures

- a. Classroom and school-wide intervention strategies
- b. Confiscation and/or loss of privileges. Confiscated items (e.g., cell phones) shall be returned to the parent within 72 hours during a conference with the parent and teacher/administrator.
- c. After school or Saturday detention
- d. In school suspension
- e. Overnight suspension/parent or guardian conference in lieu of suspension

f. 1-3 day suspension (Sessions that focus on ending the student's negative or harassing behavior may replace suspension.)

C. Level 3 Violations

Violations

1. Continuing to engage in Level 2 violations
2. Public Display of Affection (PDA)
3. Trespass or loitering (includes suspended students)
4. False statements or false accusations toward another student or teacher
5. Participation in activities related to non-school sponsored/non-sanctioned organizations
6. Unauthorized or inappropriate use of the internet, computers, or computer software
7. Disruptive behavior (other level 3 incidents not specifically listed, such as throwing a chair or a food fight)
8. Field trip misconduct
9. Bringing inappropriate materials (pornographic, criminal, hate related, water balloon etc.)

Intervention Strategies and Disciplinary Measures

- a. School- and district-wide intervention strategies
- b. Confiscation and/or loss of privileges. Confiscated items (e.g., cell phones) shall be returned to the parent within 72 hours during a conference with the parent and teacher/administrator.
- c. Saturday detention
- d. In school suspension
- e. Overnight suspension/parent or guardian conference in lieu of suspension
- f. 1-5 day suspension

D. Level 4 Violations

Violations

1. Continuing to engage in Level 3 violations
2. Arson
3. Hazing/initiation: non-school sponsored/non-sanctioned organizations, societies, clubs, or teams
4. Breaking and entering/burglary, theft over \$500, or motor vehicle theft
5. Vandalism/graffiti (damage will be assessed and will be student/parent monetary responsibility for replacement or repair)
6. Possession of drug paraphernalia
7. Under the influence of an unauthorized substance at school (no actual possession or use at school) – Mandatory referral to Alcohol and Drug Counseling (A & D)
8. Possession of electronic pagers or beepers (excluding cell phones)
9. Possession/use of alcohol
10. Assault against a student (resulting in minor injury)
11. Threats against a student (non serious)
12. Refusal to produce an object identified by metal detectors
13. Profanity, provocative and/or abusive language directed at school personnel
14. Discrimination based on sex, race, religion, ethnicity, national origin, disability, or sexual orientation
15. Sexual harassment
16. Bullying, intimidation and harassment

17. Extortion
18. Distribution of over-the-counter medications (e.g., aspirin, cough medicine)
19. Felony per juvenile court, where the student's continued presence in school poses a danger to person or property or disrupts the educational process
20. Disruptive behavior with prior unsuccessful interventions
21. Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device including chemical weapons on school property or at a school sponsored event
22. Refusal to follow administration's directions
23. Fighting (minor injury and non gang-related)

Intervention Strategies and Disciplinary Measures

- a. School- and district-wide strategies
- b. Generally, 5-10 day suspension or an expulsion for cases involving middle and high school students.

D. Level 5 Violations

Violations

1. Fighting (serious injury, weapon used or gang-related)
2. Aggravated assault against students (resulting in serious injury)
3. Assault against designated visitors
4. Possession of a dangerous weapon (including a bowie knife, hawk bill knife, ice pick, dagger, switchblade or a weapon of like kind)
5. False imprisonment or kidnapping
6. Sexual battery
7. Serious threats against a student
8. Threats (serious and non-serious) or false accusations against school personnel
9. Middle/high school students engaging in activities implying gang affiliation/membership including gang fights, gestures, actions, signals, literature, colors, drawings, signs, jewelry, apparel, manner of grooming, writings, gang graffiti, verbal or nonverbal communication, possessing/distributing gang information, participating in gang recruitment, solicitation, or hazing/initiation activities, coordinating/ordering gang activities at school, gang-related threats, intimidation, and extortion, and other gang activity or acts that imply gang affiliation or membership
10. Other major incidents and behaviors which have high potential for causing serious injury and/or death (e.g., throwing bricks at an occupied school bus)

Intervention Strategies and Disciplinary Measures

- a. School- and district-wide strategies
- b. Suspension 8-10+ days
- c. Expulsion (11-180 days)

State-Mandated Zero Tolerance Violations

11. Assault (injury or extremely offensive or provocative physical contact)/aggravated assault (serious injury) against school personnel
12. Possession/sale/distribution of illegal drugs or unauthorized prescription drugs
13. Possession/concealment/use/sale/distribution of explosive devices and firearms (assembled or unassembled parts), except toy guns – real/look alike

Intervention Strategies and Disciplinary Measures

d. School-wide strategies and district-wide strategies (adjustment transfer and remand/alternative placement)

e. Mandatory expulsion for one calendar year. The Superintendent may modify the expulsion on a case-by-case basis.

NOTE: LAST TWO WEEKS OF SCHOOL ALL PUNISHMENTS DOUBLE (NO SATURDAY DETENTIONS).

DUE PROCESS

The Code of Conduct and all local rules which furnish the basis for discipline shall be published and made available to students, parents/guardians, teachers, counselors and administrative staff. They are to be posted in conspicuous places within each school throughout the school year. Reasonable efforts shall be made to keep parents/guardians informed of basic rules and regulations governing the conduct of their children while they are at school or are participating in school-related activities.

The issuing and handling of disciplinary measures, including suspensions, forced adjustment transfers, withdrawals, and expulsions, shall be governed by the following procedures of due process.

A. In-school Suspensions and Suspensions

1. The principal, acting principal, or assistant principal of each school shall have sole power to suspend up to ten (10) consecutive school days and to refer students to the In School Suspension Program. Principals have the authority to designate the length of a suspension within guidelines established by the Code of Conduct.

Parents/guardian must clear an in school suspension with the principal or his/her designated representative by the end of the in school suspension period.

If a student is suspended, students and their parents/guardians have the right to appeal it. The application to appeal must be made in writing to the Principal. This appeal must be made within 3 school day of the suspension. The suspension and its circumstances will be reviewed by a panel of 3-4 teachers not associated with the suspension or by the discipline committee in the presence of the student and parent/guardian. The student may not attend classes until the appeal is heard. All panel hearings will be held within two (2) school days of the appeal being made. No lawyers and/or representatives other than the parent/guardian may be present during short term suspension proceedings. The decision of the disciplinary committee is final. The decision of the panel will be final. There are 3 possible outcomes for an appeal (only suspensions more than 3 days may be appealed.

a) The suspension may be canceled and removed from the student's record. All work may be made up.

b) The suspension may be shortened.

c) The suspension will stand as assigned.

B. Expulsion

The decision to expel any student will be made in writing and will include the reason for the expulsion by the principal after hearing about the events involved in a situation. Student and student's parent/guardian may appeal the expulsion within two (5) school days of the suspension being issued. This appeal will be made to the principal. The student may not attend classes until

the appeal is heard. All Disciplinary MSE Committee on expulsions will be held within ten (10) school days of the appeal being made. The decision of the MSE Disciplinary Committee is final.

GLOSSARY

Listed below are commonly-used terms that will lead to a greater understanding of the Code of Conduct. All offenses listed in the Code of Conduct are not defined

After-School Detention

This detention is served with the teacher or administrator who assigns it. It may be assigned for the same day or the following day. The detention is for an infraction such as disturbing the class, continuous tardiness to class, cafeteria misbehavior etc. The student will serve from 15 minutes to 45 minutes depending on the number of detentions already served. Parents will be notified of any after-school detentions that are longer than 15 minutes. Teachers are not required to notify parents of a 15 minute detention. Parents can see their child's discipline record, including any after-school detentions on the school database.

Answering an In-School Suspension

A parent/guardian consulting with school officials to discuss the reasons for a student's in school suspension and how the parent/guardian can work with the student, the teachers and other school personnel to improve the student's behavior or actions.

Arson

The actions of an individual who knowingly damages school property or the property of another by means of a fire or explosion without consent of the property owners and with the intent to destroy or damage for any unlawful purpose.

Assault

The actions of an individual who intentionally, knowingly or recklessly causes bodily injury to another intentionally or knowingly causes another to reasonably fear imminent bodily injury, or causes physical contact with another and a reasonable person would regard the contact as extremely offensive or provocative.

Aggravated Assault is committed by an individual who intentionally, knowingly or recklessly commits an assault and also causes —serious bodily injury to another or uses or displays a deadly weapon.

Assault on Designated Visitors

The actions of an individual who intentionally, knowingly or recklessly causes bodily injury to persons who are legitimately present on school property or attending school-sponsored activities/events. This would typically include parents/guardians, other family members, guests, volunteers and chaperons.

Assault/Aggravated Assault (formerly Battery) on a Teacher or Other School Personnel

The actions of an individual who intentionally, knowingly or recklessly causes bodily injury on any elected official or school district employee whether it is committed on school property, on school-sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business.

Breaking and Entering/Burglary

An individual who enters a building not open to the public with the intent to commit a felony, theft or assault or remains concealed in a building with the intent to commit a felony, theft or assault.

Bullying, Harassment and Intimidation

Any act that substantially interferes with a student's educational benefits, opportunities or performance that takes place on school grounds, at any school-sponsored activity, on school provided transportation, or at any official school bus stop and that has the effect of:

- (1) Physically harming a student or damaging a student's property;
- (2) Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
- (3) Creating a hostile educational environment.

Examples include, but are not limited to, name calling or —checking, making negative comments about a person's race, ethnicity, sexual orientation, sex, religion or disability; extortion; and following students to and from school with intent to intimidate.

Bullying, Harassment and Intimidation includes Cyber Bullying, which is bullying through the use of the Internet or through telecommunications technologies, such as computers, telephones, cell phones and text messaging.

Cheating/Plagiarism

Taking credit for oneself and not giving credit to the source for written and oral expression authored and/or prepared by another, cheating on exams, etc.

Clearing a Suspension

Terms and conditions of a student's return to school after being suspended. The principal (or designee) will set the terms.

Cyber Bullying

See Bullying, Harassment and Intimidation

Designated Visitors

Persons who are legitimately present on school property or attending school-sponsored activities/events. This would typically include parents/guardians, other family members, guests, volunteers and chaperons.

Disruptive Behavior

Conduct that significantly interferes with all or portions of the campus activities, school sponsored events and school bus transportation. Behavior that poses a serious threat to the learning environment or to the health, safety, and/or welfare of others.

Drug

Any controlled substance, marijuana, alcohol, legend drug or any other substance whose possession or use is regulated in any manner by any governmental authority, including the school system.

Early Release

Early release means leaving school or class before the end of the school day with the knowledge of parents and school authorities

Electronics

Radios, Tape or CD Players, MP3 Players, Electronic Games, and/or similar devices

Excessive Tardiness/Class Cutting

Excessive tardiness means continuing to come to school after the school day begins or to the classroom after classes have started.

Class cutting is absence from scheduled classes or scheduled activity without prior knowledge of parents and school authorities.

Expel/Expulsion

Removed from the pupil's regular school program at the location where a violation occurred or removal from school attendance altogether. Suspensions of more than 10 days are expulsions.

Extortion

A person who uses coercion upon another person with the intent to obtain property, services, any advantage or immunity; or restrict unlawfully another's freedom of action

Coercion is a threat of kidnapping, extortion, force or violence to be performed immediately or in the future.

False Accusation

The intentional making of untrue statements that may jeopardize the reputation, employment or professional certification of a teacher, member of the staff or student.

False Fire Alarm

The intentional activation of a fire alarm, fire bell, or other signaling device with intent to deceive, mislead or otherwise misinform a school/center function concerning the presence of a fire or other disaster.

False Imprisonment

Knowingly removing or confining another person unlawfully so as to interfere substantially with the person's liberty.

Kidnapping is false imprisonment under circumstances that expose a person to substantial risk of bodily injury.

Aggravated Kidnapping is false imprisonment committed to facilitate commission of a felony or flight after committing a felony or interfere with the performance of any governmental or political function, with the intent to inflict serious bodily injury, or terrorize the victim or another, or where the victim suffers bodily injury, or while in possession of a deadly weapon or threatened use of a deadly weapon.

Felony per Juvenile Court

Off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or property or disrupts the educational process.

Field Trip Misconduct

Failure to comply with rules of safety or field trip conduct behavior as laid down by the teacher in charge.

Fighting

Minor injury and non gang-related - Mutual combat and mutual altercation, including when two or more persons mutually participate in physical violence that may require physical restraint and/or results in minor or no injury. (Level 3 violation)

Serious injury, weapon used or gang-related - Mutual combat and mutual altercation, including when two or more persons mutually participate in physical violence, that requires physical restraint and results in serious injury and/or weapons are used. (Level 5 violation)

Firearm or Destructive Device

Any weapon designed, made or adapted to expel a projectile by the action of an explosion or any device readily convertible to that use.

Forgery

To alter, make, complete, execute or authenticate any writing that attempts to:

- (1) Be the act of another who did not authorize that act;
- (2) Have been executed at a time or place or in a numbered other than was in fact the case; or
- (3) Be a copy of an original when no such original existed.

Gambling

Gambling includes but is not limited to card playing, dice shooting, and sports pools and involves the transfer of money or personal belongings or assistance from one person to another.

Gang

A formal or informal ongoing organization, association, or group consisting of three (3) or more persons that has as one (1) of its activities the commission of criminal acts; and has two (2) or

more members who, individually or collectively, engage in or have engaged in a pattern of criminal gang activity.

Harassment

See Bullying, Harassment and Intimidation and Sexual Harassment

Hazing

Any intentional or reckless act by one student acting alone or with others which is directed against any other student, that endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger such student's mental or physical health or safety.

In-School Suspension

Prohibiting a student from attending his/her regular class for a specified period of time.

Indecent Exposure

The display of parts of the human body without clothing in a manner that is contrary to local custom and law.

Interventions

Programs, curricula, strategies or activities designed to prevent, reduce or eliminate negative behaviors or actions in students or to support academic achievement.

Insubordination/Defiance

Refusing to follow a reasonable request, direction or instruction of an adult through disobedience, defiance, unruliness or noncompliance. Includes walking away when being addressed by an adult and refusal to work in class.

Intimidation

See Bullying, Harassment and Intimidation

Locker Misuses

Intentionally using, without proper permission, property belonging to another or the school, in a manner likely to damage the property or using another person's locker without authorization. Applying profane, obscene, sexist, racist or other decorations to a locker or any area or surface which disrupts the educational process, interferes with teaching and learning, and defaces or devalues school property.

Making a Threat (with a Destructive Device) or False Report (Bomb)

Threatening to throw, project, place, or discharge any destructive device, including chemical weapons, with intent to do bodily harm to any person or with intent to do damage to any property of any person; or making a false report, with intent to deceive, mislead or otherwise misinform any person, concerning the placing or planting of any destructive device, bomb, dynamite, or any other deadly explosive.

Misconduct Level 1

Conduct that interferes with the school or classroom environment, but has little potential for causing harm to others or destruction of property.

Misconduct Level 2

Conduct that interferes with the school or classroom environment, and has high potential for causing harm to other persons or destroying property.

Not being in assigned location

All students need to be in their assigned location during lunch time, break time or while class is in session.

Obscene Material

Material of a sexual nature which offends common decency and morals.

Participation in Activities Related to Non-School Sponsored/Non-Sanctioned Organizations

Participation in organizations at school that are not approved by the school's administration. Includes failure to register a non-school-sponsored organization with the school or participation in the activities of a non-school-sponsored organization while at school.

Posting/Distributing Unauthorized Material

Posting or distributing leaflets or other materials that have not been approved for posting or distribution by the school and/or the district or that are not in accordance with law or policy.

Profanity

Vulgar or irreverent speech or action.

Public Display of Affection

It includes hugging, holding hands, kissing, cuddling, caressing, and any other forms of display of affection with any other student

Reckless Driving

Driving any vehicle on or near school grounds with an intentional reckless disregard for the safety of persons or property.

Robbery

Intentional or knowing theft of property from another person by violence or by putting the person in fear.

Aggravated robbery is theft of property with a deadly weapon or what is believed to be a deadly weapon or where the victim suffers serious bodily injury.

Saturday Detention

All students attending Saturday detention must arrive by 7:55 a.m., ready to serve. Failing to attend a Saturday Detention without any confirmed excuse may result in a 2 days out of school suspension. Students must wear school uniforms during Saturday Detention. If a student does not wear the school uniform they will be asked to leave and return the following scheduled Saturday Detention.

Serious Bodily Injury

Bodily injury that involves (a) a substantial risk of death; (b) protracted unconsciousness; (c) extreme physical pain; (d) protracted or obvious disfigurement; or (e) protracted loss or substantial impairment of a function of a bodily member, organ or mental faculty.

Serious injury generally includes injuries requiring medical attention. Examples of serious injury include, but are not limited to, such harm as:

assault which, if more forceful or differently targeted, would result in substantial risk of death
loss or impairment of the functioning of a body member or organ

being stabbed

being shot

being rendered unconscious

loss of life

Sexual Battery –

Unlawful sexual contact with a victim accompanied by force or coercion, or without the victim's consent or with a person who is mentally incapacitated or physically helpless, or by fraud

Aggravated Sexual Battery unlawful sexual contact with a victim by:

- force or coercion; or

- with a weapon or any article used or fashioned in a manner to lead the victim to reasonably believe it to be a weapon; or

- causes bodily injury to the victim; or

- by more than one (1) person through use of force or coercion; or

- by more than one (1) person who knows or has reason to know that the victim is mentally defective, mentally incapacitated or physically helpless;
- or the victim is less than thirteen (13) years of age.

Sexual Harassment (Student to Student)

Unwelcome actions which cause a reasonable person to feel uncomfortable or unsafe resulting in a learning environment which is offensive, hostile and/or intimidating.

Suspension

Prohibiting a student from attending school for a specified period of time.

Theft

Intending to deprive an owner of his/her property by knowingly exercising control over the property without the owner's consent.

Threat

A pattern of conduct or statements expressing intent to do harm or act violently against someone or something.

Trespass and Loitering

Students with an unauthorized absence from their home school and who are found present without permission at another school or on other MCS school property.

Loitering is remaining in or around the school building without permission and staff supervision.

Truancy/Unlawful Absence

Being absent from school without permission.

Unauthorized/Inappropriate Use of the Internet, Computers or Computer Software

Any action that violates the Policy on Access to Telecommunications Networks (#4.406) or local, state and federal law. This includes using the Internet or e-mail for non-educational purposes, transmitting personally identifiable or personal contact information without authorization, using inappropriate language, and using the network to personally attack or harass another person.

Unauthorized Parking

Parking in an area or a space officially designated for another person or persons; parking in an illegal space, as designated by a school or government authority; or parking in an area not designated for students.

Unauthorized Possession or Use of Prescription Drugs

Possession or use of prescription drugs for which the student is not the named recipient of a bona fide prescription or for which school approval to carry or use the prescription has not been given. It also applies to any student who is selling or otherwise distributing his/her prescribed medication. [School policy states that students should be allowed to carry their own emergency medication (e.g., asthma inhalers and EpiPens®). However, this should be cleared with the school principal.]

Use of Provocative Language

Obscene language, profanity, and/or inflammatory statements.

Vandalism

The intentional destruction, damage or defacement of property without consent of the owner or the person having custody or control of the property.

Weapon/Dangerous Weapon

Any dangerous instrument or substance which is capable of inflicting any injury on any person.

Zero Tolerance

Specific acts committed by students that require mandatory expulsion for one year under state law (e.g., possession of a firearm).

Attachment 3:

Student Enrollment Policy

ENROLLMENT POLICY

Diverse recruitment efforts will be performed to give students equal opportunity to attend MSE-E. We will go into the community and advertise our school to everyone. This will be done by giving presentations at local churches, town hall meetings, public libraries, etc. Direct mailing of the school flyer is one of the most effective methods to recruit students. Advertisements in newspapers and word of mouth are some other ways to attract students. The following timetable will be followed, as amended by MSE-E administration, for student recruitment and admission process.

Nov-Feb	Recruitment activities
Feb-May	Applications from prospective students
Early May	Lottery and Winner's registration
Late May	Waiting List Registration
May-July	Waiting List Registration continues until the capacity is filled.

Memphis School of Excellence - Elementary will follow all federal and state laws and constitutional provisions prohibiting discriminations on the basis of race, sex, disability, creed, religion, color, nationality, ancestry, or need for special education services.

To be eligible for admission, the student must provide 1) proof of residence in the city, and 2) proof of minimum age and completed application form. Application forms will require a student's name; date of birth; grade level; address; names, addresses, and phone numbers of parents/guardians and child's pediatrician; immunization record; names of siblings also applying; and a signature verifying that the information is correct and the parents/guardians are choosing education at MSE-E for their child. Application forms must be submitted to the school by the annual deadline determined by the governing board.

A student may withdraw without penalty from MSE-E at any time and enroll in a local school district or in a school in the system in which the student resides, pursuant to the rules and regulations of that school system. However, MSE-E will actively recruit and admit students who have at risk characteristics and transfers students who attend the MCS's failing schools throughout the year based on the availability of MSE-E.

MSE-E will conduct an initial student application period of at least thirty (30) days. During the initial student application period, students meeting the requirements of T.C.A. 49-13-106(a) (1) (A)-(D) will be given priority. If MSE-E eligible applications exceed the planned capacity of the public charter school, all eligible applicants will have an equal chance of being admitted through a random selection process which will be done at an announced location/time in front of the prospective parents/students. Waiting lists will also be generated by a random selection process. If the number of students seeking to be enrolled who meet the requirements of T.C.A. 49-13-106(a) (1)(A)-(D) does not exceed the capacity of program, class, grade level or building, then after the initial student application period, the MSE-E will enroll students in such program, class, grade, or building who meet the requirements of T.C.A 49-13-106(a)(1)(E).

Due to the Tennessee Public Charter School Act of 2002, Chapter 13, section 113, MSE-E will give preference to the siblings of a pupil who is already enrolled and to the children of a teacher, sponsor or member of the governing body of the MSE-E, not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less.

Returning students (students who currently attended the school and intend to return the next school year) are given priority in admission, if they notify the school of their intent to return for the next school year by February 1st of the each school year.

Attachment 4:

Student Handbook / Required Forms

School Address:
4450 S Mendenhall Rd
Memphis, TN 38141



Tel: (901) 367 7814
Fax: (901) 367 7816
www.sememphis.org

MEMPHIS SCHOOL OF EXCELLENCE

PRINCIPAL/ADMINISTRATOR AGREEMENT

I support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide a supportive, safe, and effective learning environment that allows for positive communication between the teacher, parent, and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.
- Provide ways parents will be responsible for supporting their child's learning.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the state's academic achievement standards.
- Provide multiple/flexible opportunities for parent-teacher conferences to discuss the compact as it relates to the individual child's achievement.
- Ensure parents have access to staff.
- Provide time to listen parent concerns.
- Encourage teacher to regularly provide homework assignments that are an extension of classroom instructions.
- Provide parent opportunities to volunteer, participate, and observe in their child's class.
- Encourage teachers and students to have high expectations academically, socially, emotionally, and physically.
- Make expectations widely known when students and parents enter the doors of Memphis School of Excellence.
- Maintain open communication with parents (phone calls, conferences, parent meetings, parent visitations).
- Involve parents as assistants in the school day-to-day business.
- Provide parents with reasonable access to staff, to volunteer, participate, and observe in their child's class.

Name: _____ **Signature:** _____

School Address:
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MEMPHIS SCHOOL OF EXCELLENCE

TEACHER AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Provide meaningful homework assignments for students.
- Provide necessary assistance to parents so that they can help with the assignments and understand the importance of parent/teacher communication.
- Provide frequent progress reports to the parents in a timely manner.
- Use special activities in the classroom to make learning enjoyable.
- Inform parents of homework and classroom policies and procedures.
- Encourage parents to visit and/or observe their child's classroom regularly.
- Hold parent/teacher conferences regularly.
- Provide instruction that fosters high academic expectation and provide challenging and exciting class assignments.
- Maintain ongoing communication with parents by providing information about student progress.
- To show the importance of teacher/parent communication.
- Use awards and incentives to motivate students.
- Determine the student's educational needs and adjust the instruction to accommodate those needs.
- Discuss the school-parent compact in relationship to individual child's achievement.

Teacher Name: _____

Subjects: _____

Signature: _____

School Address:
4450 S Mendenhall Rd
Memphis, TN 38141



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Fax: (901) 367 7816
www.sememphis.org

MEMPHIS SCHOOL OF EXCELLENCE

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Arrive at school on time and attend all classes daily.
- Wear uniforms every day.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Perform at my highest level of learning each day.
- Complete and return homework assignments.
- Observe regular study hours.
- Respect others.
- Follow all rules that govern student conduct at Memphis School of Excellence.
- Observe and follow classroom policies and procedures.
- Take responsibility for my actions and grades and to cooperate with others that I may receive a quality education.

Student Name: _____ **Grade:** _____ **Signature:** _____

School Address:
4450 S Mendenhall Rd
Memphis, TN 38141



Tel: (901) 367 7814
Fax: (901) 367 7816
www.sememphis.org

MEMPHIS SCHOOL OF EXCELLENCE

PARENT/GUARDIAN AGREEMENT

Memphis School of Excellence has jointly developed and outlines how parents/school/staff/students will share the responsibility for improving student academic achievement by providing high quality curriculum and instruction in a supportive and effective learning environment and how the school and parents will build a partnership to hold children achieve.

It's important that I take a more responsible role for supporting my child's learning. Therefore, I shall strive to do the following: (Any person who is interested in helping this student may sign in lieu of the parent)

- Monitor my child's attendance and punctuality on a daily basis.
- Support the school in all of its efforts on behalf of my child, e.e., proper discipline, adherence to regulations, plans and programs for learning.
- Establish a time for homework and review it regularly for completion.
- Provide a quiet, well-lighted place for study.
- Encourage my child's efforts and be available for questions.
- Check with my child for information sent home, promptly read and sign it.
- Maintain an on-going and positive line of communication between parents and myself.
- Read with child and let my child my see me read.
- Make certain that my child wears the required uniform and wear it properly.
- Volunteer, participate, and observe in my child's class.
- Develop a partnership with the school to help my child achieve the state's high standards.
- Teach social skills to promote positive interactions with all.
- Provide necessary supplies for my child's instruction.
- Communicate with the teachers frequently to discuss my child's progress and behavior.
- Attend scheduled parent meetings, conferences, and workshops.

Parent Name: _____ **Signature** _____

Parent Name: _____ **Signature** _____



MEMPHIS SCHOOL OF EXCELLENCE

UNIFORM POLICY

Memphis School of Excellence has a uniform policy to help create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. You are expected to arrive in dress code every day. You are expected to cooperate with these dress codes, display modesty and neatness, and take pride in maintaining a tidy and clean uniform. We rely on your good judgment and your parent's and/or guardian's support in helping maintain this dress code. Students must purchase uniform shirts through Memphis School of Excellence. The student will purchase all other items from a retailer of their choice.

PLEASE NOTE!

If you arrive at school in violation of the uniform code, your parents will be called, you will be kept out of class until you are dressed appropriately, and all class time you miss will count as an unexcused absence.

All Students:

- Students **cannot** wear anything over or covering the uniform.
- **If jackets are worn, within school, must not have hood and must be unzipped where uniform is visible.**
- Solid navy blue, red, or white undershirts may be worn underneath the MSE uniform shirt. No part of the short-sleeve t-shirt may show from underneath the arms. No part of the long or short-sleeve t-shirt may show from underneath the hemline.
- The MSE shirt must be buttoned a minimum of one time at the top.
- The MSE shirt must be tucked in at all time.

Pants, Shorts and Capris:

- **Pants:** Docker or Dickie style pants (Solid colors of navy, khaki, or black)
- Pants/shorts/capris of dress casual material. **No stretch pants. No jeans.**
- No designs or patterns on the fabric.
- **Belt:** Plain brown or black colored and leather looking with a **small** plain buckle. The belt should fit properly.
- Waist band should fit at the waist. **NO LOW-WAIST/SAGGING PERMITTED.**
- Shorts must be knee cap length.
- **NO SKIRTS/SKORTS**

Additional Dress Code Requirements and Limitations:

- In addition to ensuring that you are wearing the school uniform, Memphis School of Excellence requires that students follow these additional guidelines.

Pants and Shorts:

- Pants and shorts must fit properly.
- Pants and shorts must not be tight fitting. There must be ample room between the fabric of the pant and the skin.
- Pants and shorts may not be baggy or saggy (**One's underwear should not show above the top of the pants or shorts**).
- Pants and shorts **MUST** not be torn, tattered or ripped.
- Belts must fit properly and not hang down when buckled.
- Pants and short legs should not be rolled.

Footwear/Leg Wear - Ladies and Gentlemen

- Shoes must have solid soles.
- Shoes should be closed toed/closed heeled. **No sandals, clogs, high heels, platform shoes, boots, flip flops, Birkenstocks, tall wedge, house slippers, etc.**

Personal Appearance:

- Boys may not wear jewelry/accessories such as rings, bracelets, and necklaces. Religious necklaces are permitted.
- Jewelry and accessories for girls should be appropriate for school and not attract undue attention.
- One pair of matching earrings (**not larger than quarter size**) and one small bracelet is permitted for girls only! No hoops and no dangling earrings permitted.
- A plain watch is permitted.
- Facial and body piercing are **not allowed**.
- **Students will be required to remove jewelry, bandages, etc. while in school if they do get body/face piercing. A doctor's excuse will not override any rules related to body/face piercing.**
- Tattoos, even temporary, are not allowed.
- Cosmetic make-up for girls should be light and natural looking.
- Extreme hairstyles are not permitted (i.e. spiked hair, tail, mo-hawk cuts, extreme colors or bleaches, shaved or cut-in designs, etc.). It is up to the administration to determine if hair styles are acceptable.
- Boys and girls hair should be kept neat, clean, and out of the face at all times.
- No facial hair is allowed.
- No designs in the eyebrows are allowed.
- No hair picks are allowed.
- Students should be neat and clean each day. Clothing should be neat, clean and free of stains, holes, lost buttons, tears, etc. If clothing needs to be mended, it is expected that the student will take care of it.
- Sunglasses are not permitted.
- PE uniforms are permitted only in PE class. (Students may arrive in PE uniform **ONLY** if 1st period is PE class.)
- Hats, caps, and other headgear may not be worn in the building or anywhere on the school campus.

- Outerwear, such as jackets, hoods, windbreakers, etc. are not allowed to be worn in the building or in class.
- Shoes should be clean, tidy, and free of markings. Shoe laces must be kept tied, and shoes must be kept on.
- No shoe polish allowed in school.
- Students are not allowed to write/draw/mark on themselves or anyone else's skin or clothing. If another student marks on you, please notify the assistant principal immediately.
- Students must stay in uniform while on school premises, except during P.E.

Free Dress Day:

The same policies regarding overall good grooming apply to free dress days.

- Clothing must be neat and tidy – no tears, no rips, no ragged edges, etc.
- Clothing must fit properly – not too tight or baggy.
- No mid-drift area skin may show if arms are raised or when bending.
- Tops must cover torso and waist.
- Necklines no lower than the collarbone.
- Undergarments may not show.
- Shoulders must be covered (i.e. no tank tops, no sleeveless, no spaghetti straps, sleeves are not to be rolled).
- Pant/short rules still apply, but may be of other materials. No spandex or tight fitting clothing. Shorts must still be to the knees.
- Footwear remains the same except for socks and tights.
- No offensive/inappropriate clothing allowed.
- If you're in doubt about your clothing, ask the assistant principal before wearing it to school.
- No skirts or skorts.

School uniforms can ONLY be purchased MSE.

MSE SCHOOL UNIFORM PRICE LIST:

School shirt - \$15

Should you have any questions regarding this matter, please call 901-367-78 14.

The administration will make the final call on any uniform code violation issues. Parents are expected to support the administration and school policies by ensuring that their student(s) complies with the uniform code.

DRESS CODE EXPECTATIONS

- NO SAGGING PANTS
 - SHIRTS TUCKED AT ALL TIMES
- IF EXPECTATIONS ARE NOT MEET SATURDAY DETENTION OR SUSPENSION

School Address:
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www.sememphis.org

MEMPHIS SCHOOL OF EXCELLENCE

Registration Information

Registration Days & Times:

July XX, 20XX 9:00 am - 4:00 pm

July XX, 20XX 9:00 am - 5:00 pm

Items Needed for Registration:

1. **Proof of Residence:** At registration everyone needs to provide 2 of the following 7 items showing the parent/guardian's name and address to prove residency:

- TN Driver's License or State Issued ID
- Current Memphis Light Gas & Water bill
- Lease / Rental Agreement
- Public Assistance/government benefits
- Real Estate Tax Receipt
- Municipal Water Bill
- Mortgage Statement or Deed

Shared Residency Verification: Parents/guardians who live with another person must provide a notarized Shared Residency Affidavit, along with two (2) proofs of residence during registration to the school. The homeowner must also be present and provide two (2) proofs of residence.

2. **Immunization Records**

IMMUNIZATION REQUIREMENTS: K-12 students must have a TN School Immunization Certificate on file showing: Two (2) doses of MMR, Two (2) doses of Varicella or proof of Chickenpox, Four (4) doses of Polio and Four (4) doses of DTP---Hib---Td (**all students**); Two (2) doses of Hepatitis A (Grade K); Tdap (Grade 7); Three (3) doses of Hepatitis B (**Grade K & 7**).

All students who are new to MSE or entering to the 7th grade need an updated certificate of immunization. Only TN Certificate of Immunization will be accepted. Please see the sample TN Certificate of Immunization.

3. **Social Security Number:** Bring student's Social Security Card. (*Recommended*)

4. **Birth Certificate**

5. **Report Card and/or Transcript** (Transcript is required for all students who earned high school credit)



Household Information Survey

(Please provide only one survey per household)

ADDRESS Parent Name: _____ Street: _____ City: _____ State: _____ Zip: _____															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">STUDENT NAME(S)</th> <th style="text-align: left; padding: 2px;">ATTENDING SCHOOL(S)</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	STUDENT NAME(S)	ATTENDING SCHOOL(S)													Do not fill out this section. For School Use Only: Student ID: _____ <input type="checkbox"/> Y <input type="checkbox"/> N Student ID: _____ <input type="checkbox"/> Y <input type="checkbox"/> N Student ID: _____ <input type="checkbox"/> Y <input type="checkbox"/> N Student ID: _____ <input type="checkbox"/> Y <input type="checkbox"/> N Student ID: _____ <input type="checkbox"/> Y <input type="checkbox"/> N Student ID: _____ <input type="checkbox"/> Y <input type="checkbox"/> N
STUDENT NAME(S)	ATTENDING SCHOOL(S)														
Please check TWO boxes below: 1) Column 1 that indicates the number of people in your household; and 2) Column 2 that represents your annual income. 3) Both check marks must be in the same row.															
Household Size	Annual Gross Income:														
<input type="checkbox"/> 1	<input type="checkbox"/> Between \$0 - \$21,590 OR <input type="checkbox"/> Above \$21,590														
<input type="checkbox"/> 2	<input type="checkbox"/> Between \$0 - \$29,101 OR <input type="checkbox"/> Above \$29,101														
<input type="checkbox"/> 3	<input type="checkbox"/> Between \$0 - \$36,612 OR <input type="checkbox"/> Above \$36,612														
<input type="checkbox"/> 4	<input type="checkbox"/> Between \$0 - \$44,123 OR <input type="checkbox"/> Above \$44,123														
<input type="checkbox"/> 5	<input type="checkbox"/> Between \$0 - \$51,634 OR <input type="checkbox"/> Above \$51,634														
<input type="checkbox"/> 6	<input type="checkbox"/> Between \$0 - \$59,145 OR <input type="checkbox"/> Above \$59,145														
<input type="checkbox"/> 7	<input type="checkbox"/> Between \$0 - \$66,656 OR <input type="checkbox"/> Above \$66,656														
<input type="checkbox"/> 8	<input type="checkbox"/> Between \$0 - \$74,167 OR <input type="checkbox"/> Above \$74,167														
SIGNATURE An adult household member must sign the application.															
<i>I certify (promise) that all information on this application is true and that all income is reported. I understand that the school will receive federal and state funding based on the information provided. I understand that school officials may verify (check) the information.</i>															
Sign here: _____ Date: _____															



2014-2015

**Department of Coordinated School Health
Confidential Student Health Information**

PLEASE PRINT	
Student Name _____	
Gender: M or F	Date of Birth: <u> M </u> <u> D </u> <u> Yr </u>
Race: _____	
School: _____	
Teacher: _____	Grade: _____

General Information:

- The request for identifiable health information will enable us to provide safe and appropriate health care if your child becomes ill or injured at school or on the bus. The information that you provide will be maintained confidentially and is limited to individuals that work with your child within the school setting with a legitimate need to know. If you have any questions or would like to discuss specific health issues with Health Services staff, please call your school directly during school hours or call the Department of Coordinated School Health at (901) 473-2693.

RELEASE OF HEALTH INFORMATION: (PLEASE INITIAL)

<input type="checkbox"/>	Parent <u>gives</u> permission to release health information to appropriate school system staff for medical alert notification and health care management
<input type="checkbox"/>	Parent <u>prohibits</u> disclosure of sensitive health information to school staff unless medically necessary without specific request and school nurse involvement

PARENT/GUARDIAN INFORMATION (PLEASE PRINT)

Last Name	First Name	Relationship	Phone

EMERGENCY CONTACTS (PLEASE PRINT)

Last Name	First Name	Relationship	Phone

PHYSICIAN CONTACTS (PLEASE PRINT)

Physician Name or Office	Clinic/Practice Name & Address	Phone

PLEASE REVIEW THE FOLLOWING LIST AND CHECK ANY AND ALL THAT APPLY.

<input type="checkbox"/> ADHD	<input type="checkbox"/> Cystic Fibrosis	<input type="checkbox"/> Kidney Problems	<input type="checkbox"/> Sickle Cell anemia
<input type="checkbox"/> Anemia	<input type="checkbox"/> Diabetes	<input type="checkbox"/> Leukemia	<input type="checkbox"/> Sinus Problems
<input type="checkbox"/> Anxiety attack	<input type="checkbox"/> Depression	<input type="checkbox"/> Low Blood Pressure	<input type="checkbox"/> Stroke
<input type="checkbox"/> Arthritis	<input type="checkbox"/> Dialysis	<input type="checkbox"/> Meningitis	<input type="checkbox"/> Vision Problems
<input type="checkbox"/> Artificial joints	<input type="checkbox"/> Fractures (Skull)	<input type="checkbox"/> Menstrual cramps	<input type="checkbox"/> Vomiting
<input type="checkbox"/> Artificial valves (heart)	<input type="checkbox"/> Glasses	<input type="checkbox"/> Migraine Headache	<input type="checkbox"/> Procedure:
<input type="checkbox"/> Asthma	<input type="checkbox"/> Headaches	<input type="checkbox"/> Nosebleeds	<input type="checkbox"/> Catheterization **
<input type="checkbox"/> Back Problems	<input type="checkbox"/> Hearing Problems	<input type="checkbox"/> Panic attacks	<input type="checkbox"/> Tube Feeding **
<input type="checkbox"/> Broken bones	<input type="checkbox"/> Heart Problems	<input type="checkbox"/> Reflux	<input type="checkbox"/> Equipment:
<input type="checkbox"/> Cancer	<input type="checkbox"/> Hemophilia	<input type="checkbox"/> Rheumatic Fever	<input type="checkbox"/> Crutches
<input type="checkbox"/> Contact lenses	<input type="checkbox"/> High Blood Pressure	<input type="checkbox"/> Scoliosis	<input type="checkbox"/> Walker
<input type="checkbox"/> Concussion	<input type="checkbox"/> Hypoglycemia	<input type="checkbox"/> Seizures	<input type="checkbox"/> Wheelchair
Other, including health procedures:			
**If any are checked, please provide specific information:			

PLEASE COMPLETE REVERSE

Shelby County Schools will not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin, or genetic information.

66013

ALLERGY INFORMATION: IS YOUR CHILD ALLERGIC TO ANY OF THE FOLLOWING?

	Medication (name)	Environmental - (Trees - Grass)-	Does your child require an epinephrine for an allergic reaction? Y or N If Yes, what type and dose level:	Name of medications your child takes in addition to the Epinephrine to treat an allergic reaction:
	Food (Tree nuts - Peanuts - Fish - Milk)	Dyes (Red - Yellow)		
	Insects (Bees - Wasps)	Other		
	Latex			

MEDICATION INFORMATION: DOES YOUR CHILD ROUTINELY TAKE MEDICINE AT HOME OR SCHOOL? Y OR N

IF YES, PLEASE PROVIDE INFORMATION BELOW:

DIAGNOSIS FOR WHICH MEDICINE IS GIVEN	NAME OF MEDICATION	FORM (PILL, LIQUID, INHALER)	DOSAGE	SPECIFIC TIME (S) TO BE GIVEN	GIVEN AT HOME	GIVEN AT SCHOOL

PARENT/ GUARDIAN ACKNOWLEDGEMENT: I understand that my child may be allowed to take his/her medication according to SCS Health Care Management Policy #6043. I also understand that I must personally bring all medications that are deemed medically necessary for administration during the school day to the school and complete a Parent Authorization Form for Administration of Medication. This document will be placed on file in the school office.

I understand that although a reasonable attempt will be made to remind the student about medications, it is expected that the student will be responsible for obtaining his/her medication if required for self-administration during the school day.

I agree to indemnify and hold harmless SCS and its employees from claims relating to the possession or self-administration of asthma inhalers, and understand that SCS, its employees and agents shall incur no liability as a result of injury to a student or any other person as a result of possession or self-administration of asthma inhalers.

I also authorize the school nurse and district health services staff to consult with the prescribing physician to clarify medication orders, or, in the interest of the student's health, to discuss his/her response to the prescribed medication. All health information will be kept confidential.

Date	Parent/Guardian Signature	Telephone

FOR SCHOOL STAFF ONLY

Note: The School Nurse will review this form to determine the level of disclosure and appropriate action:

Medical Alert _____ IHP to be developed _____ Other _____

School Nurse review date and signature: _____

SHELBY COUNTY SCHOOLS STUDENT RESIDENCY QUESTIONNAIRE/HOMELESS AFFIDAVIT

This document is intended to address the McKinney-Vento Homeless Assistance Act. Your answers will help determine documents necessary to enroll your student.

Student: _____ Sex: M F Birth Date: ____/____/____ Grade: _____
Last Name First Name Day Month Year

Do you and your student live in a fixed, regular adequate nighttime residency? (If "Yes" stop here. You must provide proof of homeownership or rental documents along with two current utility bills in your name as proof of residency.) declare that my family meets one of the following conditions for the McKinney-Vento Homeless Assistance Act: (Please check all that apply).

1. Lack a fixed, regular nighttime residence temporarily live with another family in a house, mobile home, or apartment because I cannot afford housing (Shared Resident Affidavit required.):

- ☐ Live in a Motel/Hotel (Hotel/Motel Receipt required.)
- ☐ Live in an emergency shelter, transitional shelter, or domestic violence shelter.
- ☐ Live in a car, trailer, park, or campground.
- ☐ Other location: _____

2. The student lives with:

- ☐ One Parent
- ☐ Two Parents
- ☐ Legal Guardian (Proof of Guardianship required)
- ☐ Unaccompanied Youth

3. I am:

- ☐ The parent/legal guardian of the above-named student
- ☐ Other: _____

- The district will actively investigate all cases where it has reason to believe false information has been provided on an affidavit; including the use of private investigators/SCS Security to verify residency status (verification may include home visits).
- The district may refer cases in which false information has been provided to counsel for Shelby County Schools for further actions and/or file civil action to recover damages incurred as a result of providing false information.
- Investigations that reveal students have enrolled on the basis of providing false information will lead to **immediate withdrawal** from the district.

I declare under penalty of perjury under the laws of this state that the information provided here is true and correct and of my own personal knowledge.

Signature: _____ Printed Name: _____ Date: _____

Address/Current Location: _____
Street City Zip

Mailing Address: _____
Street City Zip

Telephone: _____ Cell Phone: _____ Other Phone: _____

For Office Use Only:

School Assigned: _____
Information Verified by: _____ Date: _____

Shelby County Schools offers educational and employment opportunities without regard to race, color, creed, national origin, religion, age, gender, or disability.



Immunization Requirement Summary: Tennessee Department of Health Rule 1200-14-1-.29
(New Requirements Underlined, Effective Dates Italicized in Parentheses)

Children enrolling in child care facilities, pre-school, pre-Kindergarten:

- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV)
- Measles, Mumps, Rubella (1 dose of each, usually given together as MMR)
- Varicella (1 dose or history of disease)
- *Haemophilus influenzae* type B (Hib): age younger than 5 years only (*this requirement is resumed immediately, following suspension during a national Hib vaccine shortage 2008-2009*)
- Hepatitis B (HBV) (*July 1, 2010*)
- Pneumococcal conjugate vaccine (PCV): age younger than 5 years only (*July 1, 2010*)
- Hepatitis A: 1 dose, required by 18 months of age or older (*July 1, 2010*)

Children enrolling in Kindergarten:

- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Hepatitis B (HBV)
- Measles, Mumps, Rubella (2 doses of each, usually given together as MMR)
- Poliomyelitis (IPV or OPV): final dose on or after the 4th birthday now required
- Varicella (2 doses or history of disease): previously only one dose was required (*July 1, 2010*)
- Hepatitis A: total of 2 doses, spaced at least 6 months apart (*July 1, 2011*)

All children entering 7th grade (including currently enrolled students):

- Tetanus-diphtheria-pertussis booster ("Tdap"): not required if a Td booster dose given less than 5 years before 7th grade entry is recorded on the DTaP/Td line (*no later than October 1, 2010*)
- Verification of immunity to varicella: 2 doses or history of disease (*July 1, 2010*)

Children who are new enrollees in a TN school in grades *other than Kindergarten or 7th*:

- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Measles, Mumps, Rubella (2 doses of each, usually given together as MMR)
- Poliomyelitis (IPV or OPV): final dose on or after the 4th birthday now required
- Varicella (2 doses or history of disease): previously only one dose was required
- Hepatitis B (HBV): previously only for Kindergarten, 7th grade entry

Children with medical or religious exemption to requirements:

- **Medical:** Physician or health department authorized to indicate specific vaccines medically exempted (because of risk of harm) on the new form. Other vaccines remain required.
- **Religious:** Requires a signed statement by the parent/guardian that vaccination conflicts with their religious tenets or practices. *If* documentation of a health examination is required by the school, it must be noted by the healthcare provider on the immunization certificate. In that case, the provider should check the box that the parent has sought a religious exemption.

Minimum ages or dose intervals: Tennessee follows published CDC guidelines. For vaccines with critical minimum age requirements (e.g., MMR, varicella) or minimum dose intervals, doses are considered valid if given up to 4 days before the minimum age or dose interval. Doses administered more than 4 days early are considered invalid and should be repeated as recommended.

Alternative proof of immunity for certain diseases: A positive serology (year of test documented) is acceptable as an alternative to immunization for measles, mumps, rubella, hepatitis A, hepatitis B or varicella. For varicella, documentation of provider diagnosed varicella (year) or provider-verified history of disease given by a parent or guardian (year) also is acceptable. By documenting a history of disease, the provider is asserting that he or she is convinced that the child has had chickenpox

Use required on or after July 1, 2010.

Tennessee Department of Health

CERTIFICATE OF IMMUNIZATION



Child's Name (Last name, first name, middle) _____ Birthdate (mm/dd/yy) _____

Parent/Guardian Name (Last name, first name, middle) _____

Phone (please include area code xxx-xxx-xxxx) _____

Address _____

City _____ State _____ Zip Code _____

Section 1a. Religious Exemption

☐ Check here if religious exemption to immunization selected by parent/guardian

1b. Health Examination Documentation (if required)

☐ This child has been examined: MM / DD / YY _____

Certified by (Signature/Stamp) _____

1c. Check if needed

☐ Dental Screening

☐ Vision Screening

Unless specifically exempted by law, Tennessee law requires a certificate on file for each child in attendance in any school or child care facility in Tennessee. Detailed instructions for this form and explanation of requirements are in "Instructions for Completion of Immunization Certificates" and the "Official Immunization Schedule" at the Tennessee Department of Health website (<http://health.state.tn.us/CEDS/required.htm>) and on the Tennessee Web Immunization System.

VACCINE	DATE MM / DD / YY	DATE MM / DD / YY	DATE MM / DD / YY	DATE MM / DD / YY	DATE MM / DD / YY	DATE MM / DD / YY	Total Doses	Diagnosed (YY)	+Serology (YY)	History (YY)	Medical Exemption (X)
Section 2a. Required Vaccines for School or Child Care Attendance (Dates Required)											
Hib Child Care Only (<5 years)											
Pneumococcal (PCV) Child Care Only (<5 years)											
DTP, DTaP, DT, Td											
Poliomyelitis											
Hepatitis B <input type="checkbox"/> Check here if 11-15 years 2-dose schedule used									YY		
Hepatitis A Child Care Effective 7/2010 Kindergarten Effective 7/2011									YY		
Measles									YY		
Mumps									YY		
Rubella									YY		
Varicella								YY	YY	YY	
Tdap Booster 7 th Grade Entry Only											
2b. Recommended Vaccines (Documentation Optional)											
Rotavirus											
Influenza											
Meningococcal											
HPV											

Section 3. Provider Assessment (✓ select one*, not valid if blank)

☐ A) Temporary Certificate - Expires MM / DD / YYYY
Expiration date one month after date next catch-up immunization is due.

☐ B) Up to Date for Child Care Entry and <18 Months of Age
Only if requirements incomplete, but up to date for age. Expires at 19 months of age.

☐ C) Complete for Child Care / Pre-School*
Fulfills all requirements for child care / pre-school or pre-K under 5 years of age.

☐ D) Complete K-6th Grade*
Fulfills requirements, Kindergarten through 6th grade.

☐ E) Complete 7th Grade or Higher
Fulfills requirements, 7th grade or higher.

*If age 4 years and fulfills requirements for Pre-School and Kindergarten, check BOTH Boxes C and D.

Section 4. (Required) Printed or Stamped Name, Address, Phone of Qualified Healthcare Provider (MD, DO, PA, Advanced Practice Nurse or Health Department):

Certified by (Signature/Stamp) _____ Date of Issue MM / DD / YYYY

PH-4103 (Rev. 5/11)

RDA-N/A



MEDIA RELEASE FORM

School _____

Date _____

Dear Parent or Guardian:

Throughout the school year, the media may visit your school to cover special events. Shelby County Schools may also wish to use your child's photograph, likeness, voice or student work for promotional and educational reasons, such as in publications, posters, brochures and newsletters; on the district website, radio station or Cable TV channel; or at community fairs or other special district events.

Before your child's photograph, likeness, voice or student work can be used by the media or by the school district, you must give your permission.

Please sign and return this form to your child's school, indicating your preference. Thank you for your cooperation.

- ☐ **I give my permission** for my child to be filmed/photographed/interviewed by the media during school events and for the district to use my child's photograph/work/voice for promotional and educational purposes.

Parent/Guardian signature _____ Date _____

- ☐ **I do not give my permission** for my child to be filmed/photographed/interviewed by the media during school events and for the district to use my child's photograph/work/voice for promotional and educational purposes.

Parent/Guardian signature _____ Date _____

Student's Name (please print) _____

If you have any questions about this form, please call your school or the Shelby County Schools Office of Communications and Broadcast Services at 416-5628.



2016-2017
Memphis School of Excellence

STUDENT-PARENT HANDBOOK

*4450 S. Mendenhall Rd. St 1
Memphis, TN 38141
Phone: 901.367.7814*

Please read the Student-Parent Handbook and discuss the policies and procedures with your child to ensure that each of you understands what is expected. Sign this form to verify that you and your child have received the handbook and have your child return it to school.

Student: I, _____, *will read the Student-Parent Handbook to review my responsibilities as outlined in Student-Parent Handbook.*

Student's Signature Date _____

Parent/Guardian: I, _____, *will read the Student-Parent Handbook, discuss the policies and procedures with my child and understand my responsibilities as outlined in the Student-Parent Handbook.*

Parent's/Guardian's Signature Date _____

Memphis School of Excellence offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

School Address:
4450 S Mendenhall Rd
Memphis, TN 38141



Tel: (901) 367 7814
Fax: (901) 367 7816
www.sememphis.org

MEMPHIS SCHOOL OF EXCELLENCE

Zeroes Are not Permitted (ZAP)

Main Objectives:

Improve academic performance by students
Increase sense of responsibility for academic success
Develop a better study habit and higher quality work
Increase communication between school and home

How this will be done:

Provide students a "second chance" to turn in their work
Providing a supervised study time during **Saturday Detention**
Not allowing the students to "do nothing"
Placing a higher expectation on student success

How the program works:

Step One: Student fails to turn in 3 or more assignments or projects on time. On time means the assignment is submitted on the day and period it is due. The teacher will notify the student that he or she must complete the assignment during ZAP time, Saturday between 8:00 and 11:00 am. Zapped students will be announced Mondays.

Step Two: The Academic Coordinator will send ZAP reminders to students Monday. If students properly complete their work before Friday they won't need to serve Saturday ZAP detention. This paper needs to be signed and dropped to room 107(Mr. Demir's room).

Step Three: The assignment will be collected by the ZAP monitor and returned to the appropriate teacher by following Monday.

Step Four: The teacher will review the assignment for completeness and quality of work. Teachers will determine the amount of Zapped credit. Student may get full credit or less credit.

Rationale:

We believe all students can learn if pushed and encouraged to do so. The ZAP program is just one more strategy to help a child experience more success in school. Preparing a student for high school and for life requires us to ensure each child knows the curriculum, and if a student is not completing assignments a teacher cannot possibly provide an accurate measure of that student's knowledge.

Student Responsibilities:

1. Turn in your assignments on time, every time.
2. If an assignment is not turned in on time, you are ZAPPED. Mark your planner for that assignment as ZAP. You will miss the next school day's free dress day or activity. You will go to the ZAP room to work on that assignment.
3. If you turn this assignment in before your ZAP time, you still go to ZAP, but you take other homework or a library book.
4. Work on that assignment during ZAP and turn it in by end of the Zap period or you will be ZAPPED again.
5. Any time a teacher feels effort was not applied on an assignment you can be ZAPPED. The teacher will let you know.



Notification of Penalties Form
Shelby County Schools
Dorsey E. Hopson, II Esq.
Superintendent

Parent/Court Appointed Guardian/Caregiver:

District Policy requires valid proof of residence for all students. Please read the following information carefully before signing and completing the affidavit.

Sincerely,

Dorsey E. Hopson, II Esq.
Superintendent

Initials are required after each statement by each party.

Shelby County Schools will actively investigate all cases where it has reason to believe false information has been provided on an affidavit; including the use of private investigators/SCS Security to verify residency status (verification may include home visits). ____ (Initial)

The District may refer cases in which false information has been provided to counsel for Shelby County Schools for further action and/or file civil action to recover damages incurred as a result of providing false information. ____ (Initial)

Investigations that reveal students have enrolled on the basis of providing false information will lead to **immediate withdrawal** from the District. ____ (Initial)

Signature of Parent/Guardian

Date

Signature of Primary Resident/Owner

Date

Shelby County Schools offers educational and employment opportunities without regard to race, color, national origin, religion, age, gender, or disability.

ENGLISH



**Migrant Education Program
Occupational Survey**

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
6th FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

BILL HASLAM
GOVERNOR

KEVIN HUFFMAN
COMMISSIONER

Student Information: _____
Last Name First Name Gender Race

District _____ **School:** _____ **Grade** _____ **Year** _____

Migrant students may be eligible for additional services and assistance. Please answer the following questions and return the survey to the school so that we can determine if your child qualifies for migrant services.

1. Did you or someone in your family come to Tennessee looking for temporary or seasonal work in agriculture, fishing, dairy, or in any plant processing foods (examples: working with tobacco, tomatoes, cotton, strawberries, nurseries, trees, pork, chickens, vegetables, etc)?

YES _____ NO _____

If yes, please mark which member of the family does or did this kind of work:

Mother _____ Father _____ Children _____ Other _____

2. Do you or someone in your family currently work in agriculture fishing, dairy, or in any plant processing foods (examples: working with tobacco tomatoes, cotton, strawberries, nurseries, trees, pork, chicken, vegetables, etc).

YES _____ NO _____

If yes, please mark which member of the family does this kind of work:

Mother _____ Father _____ Children _____ Other _____

3. If your current job is not temporary work in agriculture or fishing, did you or someone in your family work in a temporary or seasonal agriculture or fishing in the last 3 years?

YES _____ NO _____

If yes, where?

City _____ State _____ Country _____

If you answered "yes" to any of the questions above, please answer questions 4, 5 and 6.

4. How long have you been in this county? _____
months years

5. What is your current address? _____

6. What is your current telephone number? _____

**NOTE TO THE LEA: PLEASE RETURN ONLY SURVEYS WITH ONE OR MORE "YES" RESPONSES TO JESSICA CASTANEDA 4660
HILLS CREEK ROAD, McMINNVILLE TN 37110 CALL 931-668-4139 IF YOU HAVE QUESTIONS.**

TN form #ED-5438

SPANISH



BILL HASLAM
GOVERNOR

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
6th FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

KEVIN HUFFMAN
COMMISSIONER

**Programa de Educación para Estudiantes Migrantes
Encuesta Ocupacional**

Nombre del Estudiante: _____
Nombre Apellido Sexo Raza

Distrito: _____ Escuela _____ Grado _____ Año _____

El Programa de Educación para estudiantes migrantes a través del Departamento de Educación Pública del Estado provee servicios de apoyo a los niños y familias que se han mudado Tennessee en los últimos 3 años. Para calificar en el programa las familias deben de haberse mudado de un lugar a otro en busca de trabajo temporal en agricultura o pesca. El Programa registra a niños y jóvenes entre las edades de 3 a 21 años (asistan o no a la escuela). Agradecemos que nos ayuden a determinar si su niño o pariente califica para recibir servicios en este programa. Por favor, conteste las siguientes preguntas y entréguelas a la escuela.

1. ¿Vino usted o alguien en su familia a buscar trabajo temporal en agricultura o en el campo (ejemplo: tabaco, papas, algodón, fresas, viveros, trabajo con árboles, etc.), o de pesca (empacadora de pescados o mariscos) o alguna planta procesadora de alimentos (cerdos, pollos, vegetales, etc.)?

SI _____ NO _____

Si su contestación es si por favor indique que miembro de su familia hizo esta clase de trabajo.

Madre _____ Padre _____ Hijos _____ Otros _____

2. Ud. o alguien de su familia trabaja ahora en agricultura (ejemplos : tabaco, papas, algodón, fresas, viveros, trabajo con árboles, etc.) o en una procesadora de pescado, lechería, o procesando comida (puerco, pollo, vegetales, etc.)

SI _____ NO _____

Si su contestación es si por favor indique que miembro de su familia trabaja en esta clase de trabajo.

Madre _____ Padre _____ Hijos _____ Otros _____

3. Si su trabajo actual no se relaciona a la agricultura y pesca, ¿Usted o algún miembro de su familia ha trabajado en dichas actividades en los últimos 3 años?

SI _____ NO _____

¿Dónde? _____
Ciudad Estado País

Si usted contestó "sí" a alguna de las preguntas anteriores, favor de contestar las preguntas 4, 5 y 6.

4. ¿Hace cuánto tiempo se mudó a este condado? _____
Mes Año

5. ¿Cuál es su dirección actual? _____
Ciudad Código Postal Teléfono

6. ¿Cuál es su numero del teléfono actual? _____

**NOTE TO THE LEA: PLEASE RETURN ONLY SURVEYS WITH ONE OR MORE "YES" RESPONSES TO JESSICA CASTANEDA 4660
HILLS CREEK ROAD, MC MINNVILLE TN 37110 CALL 931-668-4139 IF YOU HAVE QUESTIONS.**

TN form # ED-5438-S

School Address:
4450 S Mendenhall Road
Memphis, TN 38141



Tel: (901) 367 7814
Fax: (901) 367 7816
www.sememphis.org

MEMPHIS SCHOOL OF EXCELLENCE

Parent Notification regarding "Teacher Qualifications and Personal Information Release"

07-29-2014

Dear Parent/Guardian:

Memphis School of Excellence would like to inform you that you may request information about the qualifications of teachers and paraprofessionals who instruct your children. And you have the right to request that your child's name, address and telephone number not to be released to a military recruiter without prior written consent.

Sincerely,

Muhammet Turkay
Director
Memphis School of Excellence

School Address:
4450 S Mendenhall Rd
Memphis, TN 38141



Tel: (901) 367 7814
Fax: (901) 367 7816
www.sememphis.org

MEMPHIS SCHOOL OF EXCELLENCE

Parent Guide to Cyber bullying and Cyber threats

Young people have fully embraced the Internet as both an environment and a tool for socializing. Via the Internet and other technologies, they send e-mail, create their own Web sites, post intimate personal news in blogs (online interactive journals), send text messages and images via cell phone, contact each other through IMs (instant messages, **Facebook**, **myspace**, **twitter**, **google+**), chat in chat rooms, post to discussion boards, and seek out new friends in teen sites. Unfortunately, there are increasing reports of teenagers (and sometimes younger children) using these technologies to post damaging text or images to bully their peers or engage in other aggressive behavior. There are also increasing reports of teens posting material that raises concerns that they are considering an act of violence toward others or themselves. This guide provides parents with insight into these concerns and guidelines to prevent your child from being victimized by or engaging in online harmful behavior. It also provides guidance on things you can do in either case.

CYBER BULLYING

Cyber bullying: is being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies. Cyber bullying can take different forms:

Flaming: Online fights using electronic messages with angry and vulgar language. Joe and Alec's online exchange got angrier and angrier. Insults were flying. Joe warned Alec to watch his back in school the next day.

Harassment: Repeatedly sending nasty, mean, and insulting messages. Sara reported to the principal that Kayla was bullying another student. When Sara got home, she had 35 angry messages in her e-mail box. The anonymous cruel messages kept coming—some from strangers.

Denigration: "Dissing" someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships. Some boys created a "We Hate Joe" Web site where they posted jokes, cartoons, gossip, and rumors, all dissing Joe.

Impersonation: Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships. Laura watched closely as Emma logged on to her account and discovered her password. Later, Laura logged on to Emma's account and sent a hurtful message to Emma's boyfriend, Adam.

Outing: Sharing someone's secrets or embarrassing information or images online. Greg, an obese high school student, was changing in the locker room after gym class. Matt took a picture of him with his cell phone camera. Within seconds, the picture was flying around the phones at school. Trickery, talking someone into revealing secrets or embarrassing information, then sharing it online. Katie sent a message to Jessica pretending to be her friend and asking lots of questions. Jessica responded, sharing really personal information. Katie forwarded the message to lots of other people with her own comment, "Jessica is a loser."

Exclusion: Intentionally and cruelly excluding someone from an online group. Millie tries hard to fit in with a group of girls at school. She recently got on the “outs” with a leader in this group. Now Millie has been blocked from the friendship links of all of the girls.

Cyber Stalking: Repeated, intense harassment and denigration that includes threats or creates significant fear. When Annie broke up with Sam, he sent her many angry, threatening, pleading messages. He spread nasty rumors about her to her friends and posted a sexually suggestive picture she had given him in a sex-oriented discussion group, along with her e-mail address and cell phone number.

CYBERTHREATS

Cyber threats are either threats or “distressing material”—general statements that make it sound like the writer is emotionally upset and may be considering harming someone else, harming himself or herself, or committing suicide.

Sometimes when teens post what appears to be a threat, they are just joking. Other times, the threat could be very real. There are two very important things that your child must understand about online threats:

- Don’t make threats online. If you post a threat online, adults may not be able to tell whether the threat is real. There are criminal laws against making threats. If you make a cyber threat, even if you are just joking, you could be suspended, expelled, or even arrested.
- Report threats or distressing material. If you see a threat or distressing material posted online, it could be very real. It is extremely important to report this to an adult. If the threat is real, someone could be seriously injured.

HOW, WHO, AND WHY

Cyber bullying or cyber threat material—text or images—may be posted on personal Web sites or blogs or transmitted via e-mail, discussion groups, message boards, chat, IM, or cell phones. A cyber bully may be a person whom the target knows or an online stranger. Or the cyber bully may be anonymous, so it is not possible to tell. A cyber bully may solicit involvement of other people who do not know the target—cyber bullying by proxy.

Cyber bullying and cyber threats may be related to in-school bullying. Sometimes, the student who is victimized at school is also being bullied online. But other times, the person who is victimized at school becomes a cyber bully and retaliates online. Still other times, the student who is victimized will share his or her anger or depression online as distressing material. Cyber bullying may be based on hate or bias—bullying others because of race, religion, physical appearance (including obesity), or sexual orientation.

IMPACT OF CYBERBULLYING

It is widely known that face-to-face bullying can result in long-term psychological harm to targets. This harm includes low self-esteem, depression, anger, school failure and avoidance, and, in some cases, school violence or suicide. It is possible that the harm caused by cyber bullying may be greater than harm caused by traditional bullying because . . .

- Online communications can be extremely vicious.
- There is no escape for those who are being cyber bullied—victimization is ongoing, 24/7.
- Cyber bullying material can be distributed worldwide and is often irretrievable.
- Cyber bullies can be anonymous and can solicit the involvement of unknown “friends.”
- Teens may be reluctant to tell adults what is happening online or through their cell phones because they are emotionally traumatized, think it is their fault, fear greater retribution, or fear online activities or cell phone use will be restricted.

BULLY, TARGET, AND BYSTANDER

If your child has been actively socializing online, it is probable that he or she has been involved in cyber bullying in one or more of the following roles:

Bullies: “Put-downers” who harass and demean others, especially those they think are different or inferior, or “get-backers,” who have been bullied by others and are using the Internet to retaliate or vent their anger.

Targets: The targets of the cyber bully, who in some cases may be the bullies at school and in other cases, the targets.

Harmful Bystanders: Those who encourage and support the bully or watch the bullying from the sidelines, but do nothing to intervene or help the target.

Helpful Bystanders: Those who seek to stop the bullying, protest against it, provide support to the target, or tell an adult. We need more of this kind of bystander!

RELATED ONLINE RISKY BEHAVIOR

There are other concerns about youth online behavior that parents should be aware of. Teens who do not have strong real-world connections appear to be the ones most attracted to these risky behaviors.

Disclosing Personal Information: Young people are disclosing personal contact information and massive amounts of sensitive personal information in public online sites or through personal communications. Teens seem to be unaware of the public and permanent nature of these disclosures and the ability of others to send the material they place in electronic form to anyone, anywhere.

Internet Addiction: Internet addiction is defined as an excessive amount of time spent using the Internet, resulting in lack of healthy engagement in other areas of life. The Internet offers a time-warped, 24/7 place where children and teens can get away from their real-world concerns.

Suicide and Self-harm Communities: Depressed young people are interacting with sites and groups that provide information on suicide and self-harm methods and encouragement for such activities.

Hate Group Recruitment and Gangs: Sites and groups that foster hatred against “others” are actively recruiting angry, disconnected youth. Some youth informally use the Internet to coordinate troublesome and dangerous activities.

Risky Sexual Behavior: Young people are using Internet communities and matching services to make connections with others for sexual activities, ranging from online discussions about sex to “hook-ups.” They may post or provide sexually suggestive or explicit pictures or videos.

Violent Gaming: Violent gaming frequently involves sexual or other bias-based aggression. Young people often engage in online simulation games, which reinforce the perception that all interactions online, including violent ones, are “just a game.”

YOU CAN'T SEE ME—I CAN'T SEE YOU

Why is it that when people use the Internet or other technologies, they sometimes do things that they would never do in the real world? Here are some of the reasons:

You Can't See Me: When people use the Internet, they perceive that they are invisible. The perception can be enhanced by creating anonymous accounts. People are not really invisible—online activities can be traced. But if you think you are invisible, this removes concerns about detection, disapproval, or punishment.

I Can't See You: When people use the Internet they do not receive tangible feedback about the consequences of their actions, including actions that have hurt someone. Lack of feedback interferes with empathy and leads to the misperception that no harm has resulted.

Everybody Does It: The perception of invisibility and lack of tangible feedback support risky or irresponsible online social norms, including these:

- “Life online is just a game.” Allows teens to ignore the harmful real-world consequences of online actions and creates the expectation that others will simply ignore or dismiss any online harm.
- “Look at me—I’m a star.” Supports excessive disclosure of intimate information and personal attacks on others, generally done for the purpose of attracting attention.
- “It’s not me. It’s my online persona.” Allows teens to deny responsibility for actions taken by one of their online identities.
- “What happens online stays online.” Supports the idea that one should not bring issues related to what has happened online into the outside world and should not disclose online activity to adults.
- “On the Internet, I have the free-speech right to write or post anything I want, regardless of the harm it might cause to another.” Supports harmful speech and cruel behavior as a free-speech right.

STAY INVOLVED

Many parents think that if their children are home using a computer they are safe and not getting into trouble. Nothing could be further from the truth. Your child could be the target of cyber bullying or be causing harm to others from your own family room. Some parents think they have protected their children because they have installed filtering software. Filtering software provides a false sense of security. Not only can youth still access material parents don’t want them to access, filtering cannot prevent cyber bullying or address other concerns.

- Make it your business to know what your child is doing online. Teenagers are likely to take the position that their online activities are their business. But parents have a moral, as well as legal, obligation to ensure that their children are engaged in safe and responsible behavior—including online behavior.

Here are some ways to stay involved:

- Keep the computer in a public place in the house. Periodically check on what your child is doing. Discuss the kinds of Internet activities your child enjoys. Find out who your child’s online friends are.
- Help your child distinguish between three kinds of personal information:
 - 1.) Personal contact information: Name, address, phone number, and any other information that could allow someone to make contact in the real world. This information should be shared only in secure environments, when absolutely necessary, and with your permission.
 - 2.) Intimate personal information: Private and personal information should only be discussed with a relative, close friend, or professional. This information should never be shared in public online communities or through public communications such as chat or discussion groups. Disclosures in private communications with trustworthy friends or in professional online support environments may be appropriate.
 - 3.) Personal interest information: Non-intimate information about interests and activities. This kind of information can generally be safely shared on public community sites or communication environments, including blogs, personal Web pages, chat, and discussion groups.
- Be sure you know the online communities your child participates in and your child’s usernames in these communities. Review your child’s public postings, including your child’s profiles, Web pages, and blogs. Discourage active involvement in the kinds of environments that promote excessive self-disclosure of intimate information and rude behavior. Your child may object and claim that these postings should be considered private. A child who makes this argument simply does not understand. **The material posted on these sites is not private—anyone can read it.** If your child is uncomfortable about your review of the material, then this is a good clue that the material should not be posted.
- Be up front with your child that you will periodically investigate the files on the computer, the browser history files and buddy lists, and your child’s public online activities. Tell your child that you may review his or her private communication activities if you have reason to believe that you will find evidence of unsafe or irresponsible behavior.
- Watch out for secretive behavior. It’s a danger sign if your child rapidly switches screens as you approach the computer or attempts to hide online behavior by emptying the history file.

- You can install keystroke monitoring software that will record all of your child's online activities. The use of such software raises trust concerns. The best way to use such software is as deterrence. Tell your child monitoring software has been installed but not yet activated and explain what actions on his or her part could lead to your investigation. These actions could include not being willing to talk about online activities, late night use, extensive use, decline in grades, evidence your child is seeking to cover his or her online tracks, report of inappropriate activity, appearing really upset after Internet use, and the like. If your child has engaged in unsafe or inappropriate behavior, the most appropriate consequence is the use of monitoring software and consistent review of all public and private online activity.

Important Note: If you ever find any evidence that your child is interacting with a sexual predator, do not confront your child. Your child could warn or run off with the predator. Call your local police and ask for a youth or computer crimes expert.

PREVENT YOUR CHILD FROM BEING A CYBERBULLY

- Talk with your child about the value of treating others with kindness and your expectation that your child will act in accord with this value online.
- Make it clear that if your child engages in irresponsible online behavior, you will restrict Internet access, activate monitoring software, and review all online activity. Talk about the implications of cyber bullying that could lead to criminal arrest or civil litigation. Also, discuss the point that if your child misuses email or a cell phone that is on a family account, the entire account may be terminated.
- Help your child develop self-awareness, empathy, and effective decision making by asking these questions:
 - 1.) Am I being kind and showing respect for others and myself?
 - 2.) How would I feel if someone did the same thing to me or to my best friend?
 - 3.) How do I feel inside?
 - 4.) What would a trusted adult, someone who is important in my life, think?
 - 5.) Is this action in violation of any agreements, rules, or laws?
 - 6.) How would I feel if others could see me?
 - 7.) Would it be okay if I did this in my home or at school?
 - 8.) How does this action reflect on me?

Warn against online retaliation. Some teens who engage in cyber bullying are retaliating against teens who are bullying them face-to-face. Help your child understand that retaliating is not smart because when targets lose their cool, it allows the bullies to justify their behavior. Further, your child could be mistaken as the source of the problem. Ask the school counselor for resources to help you bully-proof your child and assistance to stop any bullying that is occurring at school.

IF YOUR CHILD IS CYBERBULLYING ANOTHER

If you become aware that your child is engaged in cyber bullying through your own investigation or through a report from the school or another parent, it is essential that you respond in a firm and responsible manner. Like most parents, you will be motivated by a desire to stop your child from harming another. But you should also be aware that if you know your child is cyber bullying and fail to take action that stops your child from engaging in such harmful behavior—and that ensures the removal of material already posted—there is a significantly increased potential that you can be held financially liable for the harm caused by your child! Further, some cyber bullying could lead to criminal prosecution.

Useful actions to take are as follows:

- Establish very clear prohibitions about behaving in this manner.
- Warn against taking any action in retaliation or asking anyone else to engage in retaliation.
- Immediately install monitoring software, if you have not yet done so. Tell your child that all Internet activities will be monitored.

- Direct your child not to access the Internet anywhere but at school or at home, and advise that evidence of access from other locations will lead to further loss of privileges.

PREVENT YOUR CHILD FROM BECOMING A TARGET

It is important to bully-proof your child by building his or her self-confidence and resilience. Pay special attention if your child has traits that can lead to victimization, including obesity or the perception that your child is gay or lesbian. Your child may also be at risk if he or she is an alternative thinker, unwilling to play social games, and either wants desperately to be one of the “in crowd” or is inclined to reject association with them. Ask your child whether he or she has been a target of cyber bullying or has witnessed it and what happened. Assure your child that you trust him or her to handle many of these kinds of situations, but that if a situation ever emerges that causes concerns, you are there to help. Make it clear that you will not respond by unilaterally restricting all Internet activities.

SIGNS OF VICTIMIZATION

If you are concerned that your child may be a target, try to engage your child in a conversation about bullying and cyber bullying and pay closer attention to what he or she is doing online. The following indicate that your child may be the target of cyber bullying:

- Signs of depression, sadness, anxiety, anger, or fear, especially if nothing apparent could be causing this upset or if your child seems especially upset after using the Internet or cell phone.
- Avoidance of friends, school, and activities, or a decline in grades, or both.
- Subtle comments that reflect emotional distress or disturbed online or in-person relationships. If your child is highly depressed, appears to be suicidal, or has made a suicide attempt, it is critically important to find out what is happening to your child online. You may need the assistance of someone with greater technical expertise to help investigate.

ENCOURAGE YOUR CHILD TO BE A HELPFUL BYSTANDER

Cyber bullying is occurring in online environments where responsible adults are generally not present. Youth are also posting material that provides clues they are considering committing an act of violence against others or themselves in these online environments. Usually, the only people who know someone is being victimized or is depressed and considering violence or suicide are other teenagers. Increased teen intervention and reporting is essential! Your child may ask you, “If I am just watching and am not part of the activity, then how could I be doing something wrong?” Good question. Here is an answer: “Bullies crave an audience. By paying attention to their bullying, you are encouraging their behavior. You become part of the problem. I want you to be part of the solution.”

- Help your child gain a sense of responsibility for the well-being of others and the willingness to go out of the way to help another.
- Stress the importance of speaking out against bullies, or, if this is not safe, providing private help to the target or reporting such actions to you or another responsible adult.
- Make sure your child knows how important it is to report any direct threats or distressing material he or she may witness online to you, the school, a school violence or suicide hotline, or the police.

RESPONDING TO CYBERBULLYING

Help your child to . . .

- Understand the importance of NEVER RETALIATING online. Retaliating frequently gives the bully a “win” because the bully’s intention was to make the target get upset. Retaliating can also lead someone to think that your child has caused or is part of the problem.

Tell your child you expect that he or she can handle some of these incidents, but that it is important to contact an adult if:

- 1.) He or she is really upset and not sure what to do.
- 2.) If the attempts made to stop the cyber bullying have not worked.
- 3.) The cyber bullying could be a crime.
- 4.) Any cyber bullying is (or might be) occurring through the district Internet system or via a cell phone at school.
- 5.) He or she is being bullied by the same person at school.
- 6.) The cyber bully is anonymous.
- 7.) The cyber bully is bullying other teens who may be more vulnerable and too afraid to get help.

CYBERBULLYING RESPONSE OPTIONS

Save the Evidence. Save all e-mail and text messages, as well as records of chat or IM sessions. Download all Web pages. This should be done in all cases. Identify the Cyber bully. Identification could require some detective work. Look for clues wherever the cyber bully is posting. Remember, a cyber bully may impersonate someone else or could be a proxy cyber bully. You may not need to know the identity of the cyber bully to take some actions.

- Ask your Internet service (ISP) provider to identify the source or contact a company that traces the identity of people online.
- If you can demonstrate that a student may be involved, have the district technology director search district Internet use records.
- If you intend to file a lawsuit, an attorney can help identify the cyber bully.
- If a crime has occurred, the police can identify the cyber bully.

Tell the Cyber bully to Stop. Your child can send the cyber bully a non-emotional, assertive message telling the cyber bully to stop. Ignore the Cyber bully. Help your child block or filter all communications through his or her e-mail and IM contact list. Your child can also avoid going to the site or group where he or she has been attacked or change his or her e-mail address, account, username, or phone number. File a Complaint. Cyber bullying is a violation of the terms of use of most Web sites, ISPs, and cell phone companies. File a complaint by providing the harmful messages or a link to the harmful material and ask that the account be terminated and any harmful material removed. Make sure you keep all communications. Here are the steps:

- If the cyber bully is using e-mail, contact the ISP of the cyber bully (you can determine the ISP from the e-mail address), contact the company at support@<ISP>, or look on the ISP's site for "Contact Us."
- If the material appears on a third-party Web site (with a URL such as www.webhostname.com/~kid'sname.html) go to the site's home page and file a complaint through "Contact Us."
- If the material is on a Web site with its own domain name (www.xyzkid.com), go to Who is (www.whois.net) to find the owner of the site and the host company. Go to the host company's Web site and file a complaint through "Contact Us."
- If the cyber bully is using a cell phone, trace the number and contact the company. Contact Your School. Your school may not be able to discipline a student for totally off-campus actions because of free-speech protections. But, if the cyber bully is using the district Internet system or is also bullying your child at school, or if your child's participation in school has been substantially disrupted, the school can intervene with formal discipline. Your school can also contact the parents of the cyber bully to get the cyber bullying to stop.

Contact the Cyber bully's Parents. The cyber bully's parents may be totally unaware that their child has engaged in this kind of activity, concerned about it when they find out, and both willing and able to get the cyber bullying to stop. Or they could become very defensive. Avoid meeting with them face-to-face. Instead, send the cyber bully's parents a certified letter that includes the downloaded material and requests

that the cyber bullying stop and all harmful material be removed. Send a copy of this document also, so the parents understand the potential risks if they do not intervene.

Contact an Attorney. Cyber bullying could meet the standards for defamation, invasion of privacy, or intentional infliction of emotional distress. An attorney can send a letter to the cyber bully's parents demanding that the cyber bullying stop. An attorney can also file a lawsuit against the cyber bully's parents.

Contact the Police. If the cyber bullying appears to be a crime, contact the police. Criminal cyber bullying involves threats of violence, coercion, obscene or harassing text messages, harassment or stalking, hate or bias crimes, creating or sending sexually explicit pictures, sexual exploitation, or taking a picture of someone in a private place.

**Elementary and Secondary Education Act (ESEA)
Parents' Right-To-Know**

All parents have the right to request the following:

- A teacher's professional qualifications, which includes: state qualifications, licensure, grade/s certification, waivers
- A teacher's baccalaureate and /or graduate degree, fields of endorsement, previous teaching experience
- A paraprofessional's qualifications
- An assurance that their child's name, address, and telephone listing not be released to military recruiters

All parents will receive information on the following:

- Their child's level of achievement in each of the state academic assessments
- Their option to request a transfer to another school within the district if their child is the victim of a violent crime at school
- Their right to timely notification that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified

**NINGUN NINO SE QUEDA ATRAS
Derecho De los Padres de Familia a saber**

Todos los padres tienen derecho a solicitar lo siguiente:

- Las calificaciones profesionales de un maestro, que incluye: Calificaciones del Estado, Licenciatura, grados de la certificación, Renuncia a derecho
- El Bachillerato a Título de graduación del maestro, campos de especialidad, experiencia previa
- Las calificaciones del profesional
- Garantía que los datos de su hijo como nombre, dirección, número de teléfono, no se entregan a los reclutadores militares

Todos los padres recibirán información sobre lo siguiente:

- El nivel de rendimiento de su hijo en cada una de las evaluaciones académicas del estado
- Su opción de solicitar un traslado a otra escuela del distrito si su hijo/a es víctima de un crimen violento en la escuela
- Su derecho a aviso con tiempo anticipado que su hijo/a ha sido asignado o ha estado bajo la enseñanza durante cuatro semanas consecutivas o más, de un maestro que no está altamente cualificado

Parents' Right to Know Military Recruiters

The No Child Left Behind Act of 2001 requires schools to release your child's name, address and telephone number to military recruiters unless you request in writing that this information not be released for your child. If you would like for your child's name to be omitted from the list which is released to military recruiters, please complete the information below and return to the school office. Students eighteen or older may complete the form on their own.

____ As a parent, I am exercising the right to request that you do not release the name, address and telephone number to the Armed Services, Military Recruiters, or Military Schools of the following student.

____ As a student, I am requesting that my name, address and telephone number not be released to the Armed Forces, Military Recruiters or Military Schools.

Student Name: _____

Name of School: _____

Print Name: _____

(Parent's name if student is under 18; student's name if over 18)

Signature: _____

(Parent's signature if student is under 18; student's signature if over 18)

Date: _____

Parents/Students: Please return this form to the school office.



Proof of Residence Form

School _____ Student's Name _____

Grade _____

According to Shelby County Board of Education Policy 6002, only students whose parents/legal guardians reside within the Shelby County Schools district may attend Shelby County Schools.

Parent/Guardian _____ Home Phone Number _____

Address _____ Daytime Phone Number _____

City _____ Zip _____

I have provided the following items as proof of my residence bearing the address of my current residence. Please check two (2) of the following items listed below.

_____ Driver's license or other State/Government issued ID _____ Lease/Rental Agreement

_____ Mortgage statement or deed _____ Real Estate tax receipt

_____ Public assistance/government benefits documents _____ Municipal water bill

_____ Most recent MLGW bill

Most recent previous address _____
Street Number and Name _____

City _____ State _____ Zip _____

According to Shelby County Board of Education Policy 6002, parents/guardians who live with another person must provide additional information to the school during registration for Shared Residency Verification.

Parents who move from the address provided at registration must submit an Eligible Circumstance Request for Transfer via an electronic process. Approval must be obtained through Student Services for continued enrollment.

I do solemnly declare that the information I have given is true and correct to the best of my knowledge and belief. I understand that I may be charged for the cost of my child's education if I do not live in the Shelby County School District. TCA 49-6-3003

Signed _____ Date _____

School Use Only

Reviewed and approved by: _____

Date of Approval _____

If residency questions arise it will be necessary to request additional proof.

Shelby County Schools offers educational and employment opportunities without regard to race, color, creed, national origin, religion, sex, age, disability, or genetic information. SCS adheres to the provisions of the Family Rights and Privacy Act (FERPA).

**Shelby County Schools
Shared Residence Affidavit**

This form is to be completed if residency requirements cannot be provided due to the fact that the parent and child(ren) are sharing a home with another person SEVEN DAYS A WEEK YEAR ROUND. This affidavit must be re-certified through Student Services annually.

All sections must be completed and signatures notarized. DO NOT SIGN THIS FORM IF ANY OF THE STATEMENTS ARE INCORRECT. Evidence of false information will result in immediate withdrawal of the student(s) from school.

To be completed by Parent(s)/ Guardian(s):

Student: _____ Sex: ☐ M ☐ F Birth Date: ____/____/____ Grade: _____
Last Name First Name

Student: _____ Sex: ☐ M ☐ F Birth Date: ____/____/____ Grade: _____
Last Name First Name

(Please list additional students on a separate sheet.)

Parent (s) Name: _____
Last Name First Name

_____ Last Name First Name

Address: _____

Telephone: _____ Cell Phone: _____ Other Phone: _____

This living arrangement is: ☐ Temporary Duration: _____ ☐ Permanent

This address listed above is my only residence. I agree to notify Shelby County Schools if there is any change in the status of my residence. I understand that home visitation and/or residency verification is part of the process when residency is established by an Affidavit of Shared Residence.

Signature of Parent/Legal Court Appointed Guardian _____

TN Driver's License/ID Card Number _____

Date _____

TO BE COMPLETED BY HOMEOWNER:

I, _____, declare/certify that I am the primary resident/owner at
(Owner, Lease Holder, Qualified Relative, Friend, Neighbor, etc.)

_____ and that the above mentioned adult(s) and student(s) reside with me on a full-
(Street) (City) (Zip)

time basis (seven days a week year round.)

I agree to notify Shelby County Schools if there is any change in the status of residence of the persons listed above. I understand that home visitation and/or residence verification is part of the process when residency is established by a Shared Residence Affidavit. I further agree to provide proof of my residence to Shelby County Schools.

Signature of Primary Resident/Owner(s) _____

TN Driver's License/ID Card Number _____

Date _____

State of Tennessee, County Of _____

On _____ before me _____, Personally

appeared _____
Name(s) of Signer(s)

Place Notary Seal below

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of Tennessee that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____
Signature of Notary Public

Shelby County Schools offers educational and employment opportunities without regard to race, color, creed, national origin, religion, age, gender, disability or genetic information.



Formulario de Matricula del Estudiante

Rev 7-13

¿El Estudiante ha asistido a una Escuela Pública en Tennessee? Si No				¿El Estudiante ha asistido a Las Escuelas del Condado de Shelby (o Ciudad de Memphis)? Si No				
Última Escuela que Asistió								
Nombre de la Escuela		Dirección		Ciudad		Estado		
Seguro de Salud Escolar: Acepto No Acepto <i>Si acepta el seguro de salud, los padres deben completar el formulario de inscripción y pagar la prima</i>								
Número del Seguro Social		Apellido Legal del Estudiante		Primer Nombre		Segundo Nombre		
Fecha de Nacimiento (mes/día/año)		Generación (Jr, II, etc.)						
Sexo		Categoría Federal de Etnicidad:		Federal Race Category: Marque una o más razas para indicar lo que usted considera que raza es. (Aunque "Hispano o Latino" ha sido marcado por etnicidad, su hijo/a debe ser registrado con una o más de las siguientes razas.)			Nivel del Grado	
Masculino		Hispano o Latino		Asiático Indio Americano o Nativo de Alaska			Negro/Africano-Americano	
Femenina		No Hispano o Latino		Blanco Nativo de Hawái u Otras Islas del Pacifico				
Dirección Físico del Estudiante (Dirección de los Padres/Guardianes Legal)								
Número de Calle		Nombre de Calle		Apartamento		Ciudad		
Estado		Código Postal						
Padre de Familia/ Guardián Legal #1								
Título (Sr., Sra., etc.)		Apellido		Primer Nombre		Segundo Nombre		
Generación								
Idioma Preferida		Inglés Español Otro		¿Necesita Intérprete?		Si No		
Teléfono de Casa		Teléfono del Trabajo		Teléfono Celular		Correo Elec.		
Relación		Estudiante Vive con		Madre Padre		Los Dos		
Empleado por:		¿Empleado Federal?		Si No		Contraseña para recogerlo:		
Padre de familia/Guardián Legal o Otro Contacto #2								
Título (Sr., Sra., etc.)		Apellido		Primer Nombre		Segundo Nombre		
Generación								
Idioma Preferida		Inglés Español Otro		¿Necesita Intérprete?		Si No		
Teléfono de Casa		Teléfono del Trabajo		Teléfono Celular		Correo Elec.		
Relación		Estudiante Vive con		Madre Padre		Los Dos		
Empleado por:		¿Empleado Federal?		Si No		Contraseña para recogerlo:		
Contacto Emergencia #1								
Título (Sr., Sra., etc.)		Apellido		Primer Nombre		Segundo Nombre		
Generación								
Idioma Preferida		Inglés Español Otro		¿Necesita Intérprete?		Si No		
Teléfono de Casa		Teléfono del Trabajo		Teléfono Celular		Correo Elec.		
Relación		Estudiante Vive con		Madre Padre		Los Dos		
Empleado por:		¿Empleado Federal?		Si No		Contraseña para recogerlo:		
Ponga en lista los hermanos que asisten a las Escuelas del Condado Shelby		Nombre		Fecha de Nacimiento		Genaro		
						Grado		
						Escuela		
¿Hay alertas legales que la escuela tiene que saber? Si No Si marca Si, explique y provee documentos apropiados (por ejemplo, órdenes judiciales).								
¿Ha sido el estudiante matriculado en una escuela de Educación Especial/Recursos/504/Programa de Superdotados? Si No								
¿Si marca Si, qué tipo de programa? ¿Dónde? ¿Cuándo?								
Lugar de Nacimiento (Ciudad)		Estado		País				
Si es Inmigrante, Fecha de Entrada a los EE.UU.		Año que empezó la escuela		Fecha inscrito por primera vez en una escuela de EE.UU.				
(mes/día/año)		(año)		(año)		(mes/día/año)		
Nombre y Apellido de la Madre		País de Nacimiento		Ciudad de Nacimiento				
¿Es Inglés el idioma principal del estudiante? Si No ¿Inglés Limitado? Si No Idioma Materna								



**Forma de Notificación de Sanciones
Escuelas del Condado de Shelby**

*Dorsey E. Hopson, II Esq.
Superintendente*

Padre de Familia/ Tutor Nombrado por el Corte/ Cuidador:

La Política del Distrito requiere una prueba válida de residencia para todos los estudiantes. Por favor, lea atentamente la siguiente información antes de firmar y completar la declaración jurada.

Atentamente,

Dorsey E. Hopson, II Esq.
Superintendent

Las iniciales de cada persona interesada son necesarias después de cada declaración.

Shelby County Schools investigará activamente a todos los casos en los que tiene razones para creer que información falsa se ha proporcionado en una declaración jurada; incluyendo el uso de investigadores privados / seguridad de SCS para verificar el estatus de residencia (verificación puede incluir visitas al hogar). _____ (Iniciales)

El distrito puede remitir los casos en que se haya proporcionado información falsa a los abogados de Shelby County Schools para la acción y / o iniciar acción civil para recuperar los daños sufridos como resultado de proporcionar información falsa. _____ (Iniciales)

Las investigaciones que revelan que los estudiantes se han inscrito en la base de proporcionar información falsa darán lugar a la **retirada inmediata** del Distrito. _____ (Iniciales)

Firma del Padre de Familia/Tutor	Fecha	Firma del Residente Principal /Dueño	Fecha
---	--------------	---	--------------

Shelby County Schools ofrece oportunidades educativas y de empleo sin considerar raza, color, credo, origen nacional, religión, edad, sexo, o discapacidad

SHELBY COUNTY SCHOOLS - CUESTIONARIO DE RESIDENCIA DEL ESTUDIANTE / DECLARACIÓN
JURADA PARA PERSONAS SIN HOGAR

Este documento tiene por objeto abordar la Ley de Ayuda para Personas sin Hogar McKinney-Vento. Sus respuestas ayudarán a determinar los documentos necesarios para inscribir a su hijo.

Alumno: _____ Sexo: M F Fecha de Nacimiento: ____/____/____ Grado: _____
Apellido Nombre Día Mes Año

¿Viven usted y el estudiante en una residencia nocturna fija, adecuada, regular? (Si responde "Si", pare aquí. Usted debe proporcionar prueba de la propiedad de vivienda o documentos de alquiler junto con dos facturas de servicios públicos actuales en su nombre como prueba de residencia.)

1. Declaro que mi familia cumple con una de las siguientes condiciones para la Ley de Ayuda a Personas sin Hogar McKinney-Vento: (Favor de marcar todas las que correspondan)

- ☐ Carecer de una residencia fija, regular. Vivir temporalmente con otra familia en una casa, casa móvil, o un apartamento, porque no puedo pagar la vivienda.
- ☐ Vivir en un motel / hotel
- ☐ Vivir en un refugio de emergencia, vivienda de transición, o refugio de violencia doméstica.
- ☐ Vivir en un coche, caravana, parque, o campamento.
- ☐ Otro lugar: _____

2. El Alumno(a) vive con:

- ☐ Uno de los padres de familia
- ☐ Padre y madre
- ☐ Tutor Legal (Prueba de tutela requerida)

3. Yo Soy:

- ☐ El padre/madre/tutor legal del estudiante mencionado arriba
- ☐ Joven no acompañado
- ☐ Otro: _____

El Distrito investigará activamente a todos los casos en los que haya razones para creer que ha sido proporcionada información falsa en una declaración jurada; incluyendo el uso de investigadores privados / Seguridad de SCS para verificar el estatus de residencia (la verificación puede incluir visitas a domicilio). El distrito puede remitir los casos en los que se haya otorgado información falsa a los abogados de las Shelby County Schools para futuras acciones y / o presentar una acción civil para recuperar daños sufridos como resultado de proporcionar información falsa. Las investigaciones que revelen estudiantes que han sido inscritos a base a información falsa dará lugar a **darlos de baja inmediatamente** de la escuela.

Declaro bajo pena de perjurio bajo las leyes de este estado que la información aquí proporcionada es verdadera y correcta, y de mi propio conocimiento.

Firma: _____ Nombre en letras de molde: _____ Fecha: _____

Dirección / Lugar actual: _____

_____ Calle Ciudad Código Postal

Dirección de Correo: _____

_____ Calle Ciudad Código Postal

Teléfono: _____ Celular: _____ Otro teléfono: _____

Para el uso exclusivo de la oficina:

Escuela Asignada: _____

Información Verificada por: _____ Fecha: _____

Shelby County Schools ofrece oportunidades educativas y de empleo sin considerar raza, color, credo, origen nacional, religión, edad, sexo, o discapacidad.



Student Enrollment Form

Rev 7-13

Has student ever attended another Tennessee Public School? <input type="checkbox"/> Yes <input type="checkbox"/> No		Has student ever attended a Shelby County (or Memphis City) school? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Last School Attended			
School Name		Address	
City		State	
School Insurance: <input type="checkbox"/> Accept <input type="checkbox"/> Decline <i>If student insurance is accepted, parent must complete insurance enrollment form and pay premium.</i>			
Student Social Security Number	Student's Legal Last Name	First Name	Middle Name
Birth Date (mm/dd/yyyy)	Generation (Jr, II, etc.)		
Gender	Federal Ethnic Category:	Federal Race Category: Mark one or more races to indicate what you consider your child to be. (Even if "Hispanic or Latino" has been chosen for ethnicity, the child must be recorded as being one or more of the following races.)	
<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Not Hispanic or Latino	<input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Black/African-American <input type="checkbox"/> White <input type="checkbox"/> Native Hawaiian and Other Pacific Islander	
Grade Level			
Student's Physical Address (Address of Parent/Legal Guardian)			
Street Number	Street Name	Apartment	City
State	Zip		
Parent/Legal Guardian #1			
Title (Mr., Mrs, etc.)	Last Name	First Name	Middle Name
Generation			
Preferred Language	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other	Translator Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Home Phone	Work Phone	Cell Phone	Email
Relationship	Student <input type="checkbox"/> Mother <input type="checkbox"/> Both	Pick-up phrase:	
Lives With	<input type="checkbox"/> Father <input type="checkbox"/> Other		
Employed By	Federal Employee	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parent/Legal Guardian or Other Contact #2			
Title (Mr., Mrs, etc.)	Last Name	First Name	Middle Name
Generation			
Preferred Language	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other	Translator Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Home Phone	Work Phone	Cell Phone	Email
Relationship	Student <input type="checkbox"/> Mother <input type="checkbox"/> Both	Pick-up phrase:	
Lives With	<input type="checkbox"/> Father <input type="checkbox"/> Other		
Employed By	Federal Employee	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Emergency Contact #1			
Title (Mr., Mrs, etc.)	Last Name	First Name	Middle Name
Generation			
Preferred Language	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other	Translator Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Home Phone	Work Phone	Cell Phone	Email
Relationship	Pick up phrase:		
List siblings attending Shelby County Schools	Name	Birth Date	Gender
	Grade	School	
Are there any Legal Alerts the school needs to be aware of? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please explain and provide appropriate documents (for example, court orders).			
Has the student ever been enrolled in a Special Education/Resource/504/Gifted Program? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, what type of program? _____ Where? _____ When? _____			
Student's Birth Place (City)	Birth State	Birth Country	
If Immigrant, Date Entered U.S. (mm/dd/yyyy)	Year Started School (yyyy)	First Date Enrolled in U.S. School (mm/dd/yyyy)	
Mother's Maiden Name	Birth County	Birth City	
Is English primary language spoken by student? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is English language limited? <input type="checkbox"/> Yes <input type="checkbox"/> No	List Home Language _____	

School Address:
4450 S Mendenhall Road
Memphis, TN 38141



Tel: (901) 367 7814
Fax: (901) 367 7816
www.sememphis.org

MEMPHIS SCHOOL OF EXCELLENCE

Student Drop-Off / Pick-Up Procedures

Over 400 students arrive at MSE each day with their parents/guardians by car. In order to make both the arrival and departure routines as safe and orderly as possible, it is terribly important that we have your cooperation with the following guidelines listed below:

Morning Student Drop-Off: 7:25-8:00 a.m.

All students should enter the building from cafeteria. Please see the map and use the highlighted route. If you want to park your car please park your car to the visitors' parking lot.

Parents/Guardians are not allowed to use the student entrance. All visitors should enter the building through *Staff-Visitor* entrance.

Student Drop-Off During School Hours

Parents/Guardians and student will use the *Staff-Visitors* entrance. (Not the student Entrance near the cafeteria) Parent will sign in to the secretary. Secretary will send the student to the class.

Student Pick-Up During School Hours

Parents/Guardians will use the *Staff-Visitors* entrance. (Not the student Entrance near the cafeteria) Parents/Guardians will sign in to the secretary. Parents/Guardians may be asked a password to pick-up the child or show identification. Secretary will send a note to the teacher or secretary will take the student from the class. ***Parents/Guardians are not allowed to enter the classroom.***

Afternoon Student Pick-Up (THIS IS A ONE WAY)

All students should leave the building from student exit (Near the cafeteria). All parents should pick up their child(ren) right after the dismissal. Please see the map and use the highlighted route. If you want to park your car please park your car to the visitors' parking lot. All visitors should enter the building through Staff-visitor entrance. No students will be allowed to stay outside the building 10 minutes after dismissal time. All students will report to the cafeteria. There will be chaperon/teacher in the cafeteria. You may contact with the chaperon/teacher to pick up your child. ****STUDENTS MUST STAY ON DESIGNATED SCHOOL PROPERTY, NO WALKIN THE COMPLEX OF THE OTHER BUSINESS.****

SHELBY COUNTY SCHOOLS PARENT PERMISSIONS

A. Student User Agreement and Independent Internet Access (SCS Policy #6031)

We are pleased to offer students of the Shelby County Schools access to district electronic resources. Our goal in providing this service is to promote educational excellence in our system by facilitating resource sharing, innovation, and communication. Electronic resources provide students with access to vast amounts of information and numerous opportunities for communication.

Our intent is to make Internet access available to further educational goals and objectives. However, parents/guardians should be warned that if students disregard the guidelines of the school and/or system, they may find ways to access other materials via the Internet which may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages.

Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Shelby County Schools support and respect each family's right to decide whether or not to approve independent Internet access and communication. To gain independent access to the Internet, all students under the age of 18 must obtain parental/guardian permission and must sign and return the attached form to the Principal or designee. Students 18 and over may sign their own forms.

Student Responsibilities

Electronic resources are provided for students to enhance the learning experience. Access to services is given to students who agree to act in a responsible manner. Student use must be consistent with the educational objectives of Shelby County Schools.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Network storage areas will be treated like school lockers. Network and/or school administrators and teachers may review files, bookmarks, and communications under the same standards set for school lockers to insure the integrity of the electronic media. Privacy is not guaranteed for files stored on school district servers nor will files be maintained indefinitely. Students should also be advised that they should have no expectation of privacy for any information created or communicated using Shelby County Schools electronic resources.

School and Parent Responsibility

Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school and with independent access, parents/guardians bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, and other potentially offensive media.

Schools will insure that procedures for access and standards of conduct regarding Internet use are communicated to students. It is presumed that students given access will comply with district standards and will honor the agreements they have signed. The district cannot be responsible for ideas and concepts that a student may gain by his or her inappropriate use of the Internet.

District Electronic Access and Internet Rules

The following uses of SCS electronic resources are not permitted and may result in disciplinary action:

- Violating existing board policy or regulation or local, state, or federal statute;
- Violating copyright laws;
- Using electronic resources for non-instructional purposes;
- Using obscene language;
- Sending or displaying offensive messages or pictures;
- Harassing, insulting, or attacking others;
- Intentionally spreading viruses or malicious software;
- Sharing personal login information or using another person's login;
- Publishing personal information (name; address; photograph) without teacher/parent approval;
- Using an email account at school other than one provided by the district;
- Using district provided email for non-instructional purposes;
- Using personal electronic devices at school without appropriate permission;
- Attempting to bypass network security to gain unauthorized access to information; and
- Intentionally wasting limited resources.

Sanctions

The use of Shelby County Schools electronic resources is a privilege, not a right, and inappropriate use will result in cancellation of privileges. Access entails responsibility. System administrators will deem what is inappropriate use and their decision is final.

Additional disciplinary action may be determined at the local school level in keeping with existing procedures and practices regarding inappropriate language or behavior. When applicable, law enforcement agencies or legal action may be involved.

B. Web Publishing

Web pages have been established for Shelby County Schools as a dynamic forum to educate and inform the public. This communication vehicle serves to publicize the goals, accomplishments, activities, and services of the District and of each school. Intended audiences include: students, parents, prospective parents, employees, prospective employees, and the community at large. All content contained on the web site is consistent with the educational aims of the District. Student work and image will not be published or displayed on any Shelby County Schools web site without the express consent of the parent or guardian of a student under 18 years of age or from the student if 18 years of age or older. Permission is indicated on the attached form.

In order to safeguard students, the following procedures have been established:

1. The name of a student will not be published in conjunction with a picture or video of that student on any Shelby County Schools web site. Likewise, personal information about students will not be published.
2. Contingent upon receiving signed releases from the minor student's parent/guardian or from the student 18 years or older, student work may be published on a Shelby County Schools web site under the following guidelines:
 - Grades K-8 - Authors of electronically published work may be identified only by first name. Schools may choose to let students adopt "net names."
 - Grades 9-12 - Authors of electronically published work may be identified by first and last name.
 - All student work published must pertain to a class project, course, or other school-related activity.

C. Media Coverage

Shelby County Schools periodically distributes press releases to the media that highlight the achievements of students and schools, as well as interesting educational and extracurricular programs happening throughout the school system. SCS press releases are designed to offer newspapers and TV media an opportunity to cover these positive stories in schools and classrooms.

Additionally, to recognize outstanding student/school achievements and promote the overall success of the school system, SCS may publicize press release information (including students' names, photographs and student/school accomplishments) on the district website. *In accordance with the Family Education Rights & Privacy Act (FERPA), no student's personal information is shared with the media or published on a Shelby County Schools web site.*

Permission to allow this student to be included in positive media coverage (including the SCS district website) is indicated on the attached form.

**STUDENT USER AGREEMENT
PARENT/GUARDIAN PERMISSIONS FORM**

As a student user of Shelby County Schools' electronic resources, I hereby agree to comply with the rules as outlined in the *Acceptable Use Agreement* and to communicate over the network in an appropriate fashion while honoring all relevant laws and restrictions.

STUDENT SIGNATURE: _____

I understand that some objectionable materials may be accessed even with District content filtering in place. I understand that individuals and families may be held liable for violations. I will accept responsibility for guidance of Internet use by setting and conveying standards for my son/daughter to follow when exploring on-line information and media on an independent basis. Shelby County Schools cannot be responsible for ideas and concepts that my child may gain by his or her inappropriate use of the Internet.

I understand and accept the conditions stated and agree to release, indemnify, and hold harmless, Shelby County, Shelby County Board of Education, and/or their employees or agents from any and all claims and liability associated with or arising from the above student's independent use and/or access to the Internet.

As the parent or legal guardian of the minor student signing above or as a student 18 years of age or older, I have read this contract, the *Acceptable Use Agreement* and the descriptions for Web Publishing and Media Coverage. I grant permission for this student in the following areas:

	Agree	Do NOT Agree
A. This student has permission to independently access the Internet. (3 rd grade or older)		
B. SCS has permission to publish this student's work and image on the Internet.		
C. SCS has permission to include this student in positive media coverage of his/her class or school.		

Check one choice for each permission & complete the following:

AUTHORIZING SIGNATURE
(Parent, Guardian, or Student 18 or older)

DATE

SCHOOL

GRADE/HOMEROOM

NAME OF STUDENT

DATE OF BIRTH

PLEASE RETURN THIS FORM TO SCHOOL WITHIN 4 SCHOOL DAYS OF RECEIPT

For Office Use Only:

As the certifying official, the above named student has been instructed on safe and acceptable use of the network.

Date of Instruction

Signature: Certifying Official

Notice to School Officials: This form is to be placed in the student's permanent file and the responses recorded in the appropriate fields on the demographic screen in PowerSchool.

Form# 00421/1411 REV

Shelby County Schools offers educational and employment opportunities without regard to race, color, national origin, religion, gender, or disability

Attachment 5

Pledged Support from Prospective Partners

March 25, 2013

Soner Tarim, Ph.D.
CEO, Harmony Public Schools
9321 W. Sam Houston Pkwy. S.
Houston, TX 77099

To whom it may concern:

I am pleased to write this letter for the support of proposed Memphis School of Excellence – Elementary (MSE-E) charter schools.

As stated in its mission: “MSE-E will provides a safe, nurturing and empowering environment by utilizing program, strategies as well as math, science and technology tools to promote academic excellence, lifelong learning, and strong character development.”

A school that places an emphasis on developing creative approaches to problem solving, prepare students to secondary school and to their future careers as skilled professionals and provide an important option for Shelby county students.

Harmony Public Schools (HPS) is a network of high performing K-12 public charter schools that focus on STEM education to provide opportunities for underserved communities. HPS is a non-profit organization headquartered in Houston. HPS has a replicable school model of academic success. Currently, HPS operates forty (44) campuses and it serves 30,000 students throughout Texas. HPS has been providing school support services to charter schools in different states in the area of project based learning, curriculum organization, STEM programs, educational technology solutions, coaching key leadership and teacher training, school personnel solutions. Memphis School of Excellence uses HPS STEM program in high school and it also receives support services in many area mentioned above. HPS will continues its support services to the new proposed MSE-E school especially in project based learning, curriculum organization, coaching leadership and teacher training areas.

I am sure that MSE-E will exceed its expectation in all areas with their dynamic curriculum, STEM curriculum, Project Based learning strategies, rigorous academic program with intensive supports.

This undertaking deserves the support of the Department of Education and the citizens of Tennessee for the approval of new charter agreement proposal for 2016-2017 school year.

Sincerely,

Soner Tarim, Ph.D.

Attachment 6

Letters of Support / MOUs /

Contracts



School of Public Health
Division of Social & Behavioral Sciences
201 Robison Hall
Memphis, Tennessee 38152-3450
Office: 901-678-1706
Fax: 901-678-1715
www.memphis.edu/sph

Muhammet Turkey
Memphis School of Excellence
4450 S. Mendenhall Road
Memphis, TN 38141

March 30, 2015

Dear Mr. Turkey:

We are happy to confirm our intent to support the application of the proposed Memphis School of Excellence Elementary (MSE Elementary) and our willingness to work with MSE on health-related educational efforts. We have two projects addressing the epidemic of childhood obesity: FitKids and FitWizard.

FitKids is a web-based application (www.memphisfitkids.org) to assess behavioral risk factors for obesity, provide evidence-based recommendations, and link parents to community resources that facilitate a healthy lifestyle. The project is currently funded by the Tennessee Health Foundation. FitWizard is funded by the Tennessee Department of Health and strives to increase in-classroom physical activity. This free online-tool (www.fitwizard.org) is developed by health and education researchers at the University of Memphis to combat the sedentary habits and childhood obesity problem that threaten many students' scholastic success.

We attended Parent-Teacher conferences at the Memphis School of Excellence and made parents, students and teachers aware of FitKids and FitWizard. We will continue to work with the Memphis School of Excellence to guide parents, students and teachers to a healthy lifestyle, and we look forward to including the proposed MSE Elementary in our efforts to improve health for all students and their families.

Please contact us if you have any questions.

Sincerely,

Kenneth D. Ward, PhD
Principal Investigator, FitKids & FitWizard
Professor and Director,
Division of Social and Behavioral Sciences
School of Public Health
Phone: 901.678.1702
E-mail: kdward@memphis.edu

Gerhild Ullmann, PhD
Project Director, FitKids & FitWizard
School of Public Health
Phone: 901.678.1340
E-mail: ullmann1@memphis.edu

Attachment 7

Board Governance Documents

7a. Articles of Incorporation

Secretary of State
Division of Business Services
312 Rosa L. Parks Avenue
6th Floor, William R. Snodgrass Tower
Nashville, Tennessee 37243

DATE: 09/04/09
REQUEST NUMBER: 6590-2402
TELEPHONE CONTACT: (615) 741-2286
FILE DATE/TIME: 09/03/09 1419
EFFECTIVE DATE/TIME: 09/03/09 1419
CONTROL NUMBER: 0609537

TO:
CEM AKKUS
UNIV. OF MEMPHIS
001 JOHNSON HALL
MEMPHIS, TN 38152

RE:
READ FOUNDATION
CHARTER - NONPROFIT

CONGRATULATIONS UPON THE INCORPORATION OF THE ABOVE ENTITY IN THE STATE OF TENNESSEE, WHICH IS EFFECTIVE AS INDICATED.

A CORPORATION ANNUAL REPORT MUST BE FILED WITH THE SECRETARY OF STATE ON OR BEFORE THE FIRST DAY OF THE FOURTH MONTH FOLLOWING THE CLOSE OF THE CORPORATION'S FISCAL YEAR. ONCE THE FISCAL YEAR HAS BEEN ESTABLISHED, PLEASE PROVIDE THIS OFFICE WITH THE WRITTEN NOTIFICATION. THIS OFFICE WILL MAIL THE REPORT DURING THE LAST MONTH OF SAID FISCAL YEAR TO THE CORPORATION AT THE ADDRESS OF ITS PRINCIPAL OFFICE OR TO A MAILING ADDRESS PROVIDED TO THIS OFFICE IN WRITING. FAILURE TO FILE THIS REPORT OR TO MAINTAIN A REGISTERED AGENT AND OFFICE WILL SUBJECT THE CORPORATION TO ADMINISTRATIVE DISSOLUTION.

WHEN CORRESPONDING WITH THIS OFFICE OR SUBMITTING DOCUMENTS FOR FILING, PLEASE REFER TO THE CORPORATION CONTROL NUMBER GIVEN ABOVE. PLEASE BE ADVISED THAT THIS DOCUMENT MUST ALSO BE FILED IN THE OFFICE OF THE REGISTER OF DEEDS IN THE COUNTY WHEREIN A CORPORATION HAS ITS PRINCIPAL OFFICE IF SUCH PRINCIPAL OFFICE IS IN TENNESSEE.

FOR: CHARTER - NONPROFIT

ON DATE:

FROM:

FEE
RECEIVED: \$0.00 \$0.00

TOTAL PAYMENT RECEIVED: \$0.00


Filing fee paid via credit card
using the State of Tennessee's
online One-Stop Business
Resources.

RECEIPT NUMBER:
ACCOUNT NUMBER:



SS-4458

Tre Hargett
TRE HARGETT
SECRETARY OF STATE

 <p>State of Tennessee Department of State Corporate Filings 312 Eighth Avenue North 6th Floor, William R. Snodgrass Tower Nashville, TN 37243</p>	<p><small>For Office Use Only</small></p>
<p>CHARTER (Nonprofit Corporation)</p>	
<p>The undersigned acting as incorporator(s) of a nonprofit corporation under the Tennessee Nonprofit Corporation Act adopts the following Articles of Incorporation.</p>	
<p>1. The name of the corporation is: <u>READ FOUNDATION</u></p>	
<p>2. Please complete all of the following sentences by checking one of the two boxes in each sentence: This corporation is a public benefit corporation. This corporation is not a religious corporation. This corporation will not have members.</p>	
<p>3. The name and complete address of the corporation's initial registered agent and office located in the State of Tennessee is:</p> <p><u>CEM AKKUS</u> <small>(Name)</small></p> <p><u>198 ISLAND BLUFF DR.</u> <u>MEMPHIS</u> <u>TN, 38103</u> <small>(Street Address) (City) (State/Zip Code)</small></p> <p><u>SHELBY</u> <small>(County)</small></p>	
<p>4. List the name and complete address of each incorporator:</p> <p><u>OZGENC AKTAS-KOCAK</u> <u>198 ISLAND BLUFF DR., MEMPHIS, TN 38103</u> <small>(Name) (Street Address, City, State and Zip Code)</small></p> <p><u>EMIN KUSCU</u> <u>6928 NAPLES DR., CORDOVA, TN 38018</u> <small>(Name) (Street Address, City, State and Zip Code)</small></p> <p><u>CEM AKKUS</u> <u>UNIV. OF MEMPHIS, 001 JOHNSON HALL, MEMPHIS, TN 38152</u> <small>(Name) (Street Address, City, State and Zip Code)</small></p>	
<p>5. The complete address of the corporation's principal office is:</p> <p><u>198 ISLAND BLUFF DR.</u> <u>MEMPHIS</u> <u>TN, SHELBY, 38103</u> <small>(Street Address) (City) (State/County/Zip Code)</small></p>	
<p>6. The corporation is not for profit.</p>	
<p>7. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time are:</p> <p style="text-align: right;"><u>(Not to exceed 90 days.)</u></p> <p style="text-align: center;"><small>(Date and Time)</small></p>	
<p>8. Insert here the provisions regarding the distribution of assets upon dissolution: IN THE EVENT OF THE DISSOLUTION OR LIQUIDATION OF THE CORPORATION, ANY ASSETS THEN REMAINING SHALL BE DISTRIBUTED AMONG SUCH ORGANIZATIONS AS SHALL QUALIFY AS EXEMPT ORGANIZATIONS DESCRIBED IN CODE SECTION 501(C)(3) AS THE DIRECTORS SHALL DETERMINE.</p>	
<p>9. Other provisions: READ FOUNDATION IS A NON PROFIT CORPORATION TO PERFORM CHARITABLE ACTIVITIES WITHIN THE MEANING OF INTERNAL REVENUE CODE SECTION 501(C)(3). IT IS BEING FILED PURSUANT TO THE TENNESSEE NONPROFIT CORPORATION ACT, COMPILED IN CHAPTERS 51-68 OF TITLE 48, TCA.</p>	
<p><u>09/03/2009</u> <small>Signature Date</small></p>	<p>I Certify - Electronic Signature</p> <p><u>CEM AKKUS</u> <small>Incorporator's Signature</small></p> <p><u>CEM AKKUS</u> <small>Incorporator's Name</small></p>

6590.2402

7b. Proof of non-profit and tax exempt status

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: DEC 14 2009

READ FOUNDATION
C/O CEM AKKUS
198 ISLAND BLUFF DR
MEMPHIS, TN 38103-9037

Employer Identification Number:
94-3487601
DLN:
17053260333019
Contact Person:
KAREN A BATEY ID# 31641
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
September 3, 2009
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

READ FOUNDATION

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Choi". The signature is fluid and cursive, with the first name "Robert" and last name "Choi" clearly distinguishable.

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

7c. By-laws

BYLAWS

Read Foundation

4450 S. Mendenhall Rd. St 1
Memphis, TN, 38141

ARTICLE 1

OFFICES

Principal Office

- 1.01. The principal office of the Read Foundation ("Corporation") shall be located at 4450 S Mendenhall Rd. St 1 Memphis, TN 38141. The Corporation may have such other offices, either in Tennessee or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

- 1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Tennessee. The registered office may, but need not, be identical with the Corporation's principal office in Tennessee. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

- 2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number Qualifications and Tenure of Directors

- 2.02. The number of Directors shall be three (3). The number of the directors may be increased or decreased as needed by amendments by majority vote of the directors. Number of Directors may never be less than three (3). Directors need not be residents of Tennessee.

Nomination of Directors

- 2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election of Directors

- 2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may- [if desired, add: not] be elected to succeed himself or herself as director.

Read Foundation Bylaws (Adopted on 9/12/2009)

Vacancies

- 2.05. Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Annual Meeting

- 2.06. The annual meeting of the Board of Directors shall be held on the first Saturday of September of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Regular meeting

- 2.07. Regular meetings of the board shall be held at the principal office on the second Saturday of every other month starting September of each year. Number of meeting may be increased or decreased by a resolution of the board. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Special Meetings

- 2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Notices

- 2.09. All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Quorum

- 2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Duties of Directors

- 2.11. Directors shall exercise ordinary business judgments in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

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Actions of Board of Directors

- 2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

- 2.13. Board of Directors may not issue a proxy or may not be represented by a proxy.

Compensation

- 2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

- 2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty one (51) percent of the Board of Directors.

ARTICLE 3**OFFICERS****Officer****Positions**

The officers of the Corporation shall be a president, two] vice presidents, a secretary, a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary.

Election and Term of Office

- 3.02 The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Removal

- 3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

Read Foundation Bylaws (Adopted on 9/12/2009)

President

- 3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

- 3.06. When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

- 3.07. The treasurer shall:
- (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
 - (b) Receive and give receipts for moneys due and payable to Corporation from any source.
 - (c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
 - (d) Write checks and disburse funds to discharge obligations of the Corporation.
 - (e) Maintain the financial books and record of the Corporation.
 - (f) Prepare financial reports at least annually.
 - (g) Perform other duties as assigned by the president or by the Board of Directors.
 - (h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
 - (i) Perform all of the duties incident to the office of treasurer.

Secretary

- 3.08. The secretary shall:
- (a) Give all notices as provided in the bylaws or as required by law.
 - (b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
 - (c) Maintain custody of the corporate records and of the seal of the Corporation.
 - (d) Affix the seal of the Corporation to all documents as authorized.
 - (e) Keep a register of the mailing address of each [if corporation has members, add: member], director, officer, and employee of the Corporation.
 - (f) Perform duties as assigned by the president or by the Board of Directors.
 - (g) Perform all duties incident to the office of secretary.

ARTICLE 4

COMMITTEES

Establishment of Committees

- 4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors.

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The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

- (a) Amend the articles of incorporation.
- (b) Adopt a plan of merger or a plan of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the bylaws.
- (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
- (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

- 4.02. There shall be the following committees: Membership, Nominating and Program Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

- 4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

- 4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

- 4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.
- 4.06. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

- 4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A

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committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

4.08. A committee member may not vote by a proxy.

Compensation

4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount. However, the Board of Directors is highly encouraged to provide services on a voluntary basis and request no compensation.

Rules

4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositories that the Board of Directors selects.

Gifts

5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, or, committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

Annual Statements Regarding Conflict of Interest Policy

5.05. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,

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- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Records of Proceedings

- 5.06. The minutes of the governing board and all committees with board delegated powers shall contain:
- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
 - (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Violations of the Conflicts of Interest Policy

- 5.07. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Prohibited Acts

- 5.08. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:
- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
 - (b) Do any act with the intention of harming the Corporation or any of its operations.
 - (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
 - (d) Receive an improper benefit from the operation of the Corporation.
 - (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
 - (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
 - (g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
 - (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

- 6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:
- (a) A file-endorsed copy of all documents filed with Tennessee Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of

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- amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.
- (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
- (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
- (d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
- (e) A financial statement showing the assets, liabilities and net worth of the Corporation at the end of the three most recent fiscal years.
- (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
- (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

- 7.01 The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

- 8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.
- (b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of nolo contendere or its equivalent does not necessarily preclude indemnification by the Corporation.
- (c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.
- (d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.

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- (e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.
- (f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgment, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

- 8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make these determinations and decisions by any one of the following procedures:
- (i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
 - (ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.
 - (iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(i) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.
- (b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws. The written undertaking shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail or Telegram

- 9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail or telegram. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

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Signed Waiver of Notice

- 9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

- 9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

- 10.01. A. Subject to the provisions required or permitted by the Tennessee Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.
- B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11

AMENDMENTS TO BYLAWS

- 11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

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ARTICLE 12

MISCELLANEOUS PROVISIONS AND CLAUSES

Dissolution Clause

- 12.01. Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal code, or shall be distributed to the federal government, or to a state or local government, for a public purposes.

Legal Authorities Governing Constructions of Bylaws

- 12.02. The bylaws shall be construed in accordance with the laws of the State of Tennessee. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

- 12.03. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

- 12.04. The headings used in the bylaws are used for inconvenience and shall not be considered in contouring the terms of the bylaws.

Gender

- 12.05. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

- 12.06. The Board of Directors may provide for a corporate seal such a seal would consist of two concentric circles containing the words Read Foundation, "Tennessee," in on encircle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

- 12.07. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

- 12.08. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

- 13.01. It is the policy of Read Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational programs and/or activities.

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CERTIFICATE OF APPROVAL

I certify that I am the duly elected and acting president of Read Foundation and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on _____, 20____.

[Signature]

____/____/_____
Date (mm/dd/yyyy)

[Name]

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7d. Code of Ethics

CODE OF ETHICS SHELBY COUNTY SCHOOLS DISTRICT Read Foundation

Section 1. Definitions.

(1) “School district” means Shelby County Schools District, which was duly created by a public or private act of the General Assembly; and which includes all boards, committees or commissions appointed or created by the school district or an official of the school district.

(2) “Officials and employees” means and includes any official, whether elected or appointed, officer, employee or servant, or any member of any board, agency, commission, authority or corporation (whether compensated or not), or any officer, employee or servant thereof, of the school district.

(3) “Personal interest” means, for the purpose of disclosure of personal interests in accordance with this Code of Ethics, a financial interest of the official or employee, or a financial interest of the official's or employee's spouse or child living in the same household, in the matter to be voted upon, regulated, supervised, or otherwise acted upon in an official capacity.

Section 2. Disclosure of personal interest in voting matters. An official or employee with the responsibility to vote on a measure shall disclose during the meeting at which the vote takes place, before the vote and to be included in the minutes, any personal interest that affects or that would lead a reasonable person to infer that it affects the official's or employee's vote on the measure. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from voting on the measure.

Section 3. Disclosure of personal interest in non-voting matters. An official or employee who must exercise discretion relative to any matter other than casting a vote and who has a personal interest in the matter that affects or that would lead a reasonable person to infer that it affects the exercise of the discretion shall disclose, before the exercise of the discretion when possible, the interest on the attached disclosure form and file the disclosure form with the school district's central office. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from the exercise of discretion in the matter. ([Click Here to download the Conflict of Interest Disclosure Statement.](#))

Section 4. Acceptance of gifts and other things of value. An official or employee, or an official's or employee's spouse or child living in the same household, may not accept, directly or indirectly, any gift, money, gratuity, or other consideration or favor of any kind from anyone other than the school district that a reasonable person would understand was intended to influence the vote, official action or judgment of the official or employee in executing decision-making authority affecting the school district.

It shall not be considered a violation of this policy for an official or employee to receive entertainment, food, refreshments, meals, health screenings, amenities, foodstuffs, travel, lodging, or beverages that are provided in connection with a conference sponsored by an established or recognized statewide association of school board officials or by an umbrella or affiliate organization of such statewide association of school board officials, or which are provided by any company, agency, or organization for the education or training of school district officers, employees, or elected officials.

It shall also not be considered a violation of this policy for any officer, employee or elected official of the School District to accept from educational institutions, civic organizations, or nonprofit organizations, tickets for sporting events, activities, performances, receptions, breakfasts, dinners, or luncheons that are sponsored by said educational institutions, civic organizations, or nonprofit organizations.

Section 5. Ethics Complaints. The school district may create a School District Ethics Committee (the "Ethics Committee") consisting of three members who will be appointed to one-year terms by the Chairman of the Board of Education with confirmation by the board of education. At least two members of the committee shall be members of the board of education. The Ethics Committee shall convene as soon as practicable after its appointment and elect a chair and a secretary. The records of the Ethics Committee shall be maintained by the secretary and shall be filed in the office of the director of schools, where they shall be open to public inspection.

Questions and complaints regarding violations of this Code of Ethics or of any violation of state law governing ethical conduct should be directed to the chair of the Ethics Committee. Complaints shall be in writing and signed by the person making the complaint, and shall set forth in reasonable detail the facts upon which the complaint is based.

The School District Ethics Committee may investigate any credible complaint against an official or employee charging any violation of this Code of Ethics, or may undertake an investigation on its own initiative when it acquires information indicating a possible violation, and make recommendations for action to end or seekr

tribution for any activity that, in the Committee's judgment, constitutes a violation of this Code of Ethics. If a member of the Committee is the subject of a complaint, such member shall recuse himself or herself from all proceedings involving such complaint.

The Committee may:

- (1) refer the matter to the Board Attorney for a legal opinion and/or recommendations for action;
- (2) in the case of an official, refer the matter to the school board body for possible public censure if the board body finds such action warranted;
- (3) in the case of an employee, refer the matter to the official responsible for supervision of the employee for possible disciplinary action if the official finds discipline warranted;
- (4) in a case involving possible violation of state statutes, refer the matter to the district attorney for possible ouster or criminal prosecution;

The interpretation that a reasonable person in the circumstances would apply shall be used in interpreting and enforcing this Code of Ethics. When a violation of this Code of Ethics also constitutes a violation of a personnel policy, the violation shall be dealt with as a violation of the personnel provisions rather than as a violation of this Code of Ethics.

T.C.A. §8-17-101 *et seq.*

Section 3

**SHELBY COUNTY SCHOOLS DISTRICT CODE OF ETHICS
CONFLICT OF INTEREST DISCLOSURE STATEMENT**

Instructions: This form is for reporting personal interests required to be disclosed under Section 3 of the Code of Ethics of this school district. Officials and employees are required to disclose personal interests in matters that affect or would lead a reasonable person to infer that it would affect the exercise of discretion of an official or employee.

1. Date of disclosure:
2. Name of official or employee:
3. Office and position:
4. Description of personal interest (describe below in detail):

Signature of Official or Employee

Witness Signature

Printed Name of Witness

7e. Conflict of Interest Policy

Read Foundation Conflict of interest policy

Potential Conflicts of Interest

- 5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, or, committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

Annual Statements Regarding Conflict of Interest Policy

- 5.05 Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
- (a) Has received a copy of the conflicts of interest policy,
 - (b) Has read and understands the policy,
 - (c) Has agreed to comply with the policy, and
 - (d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

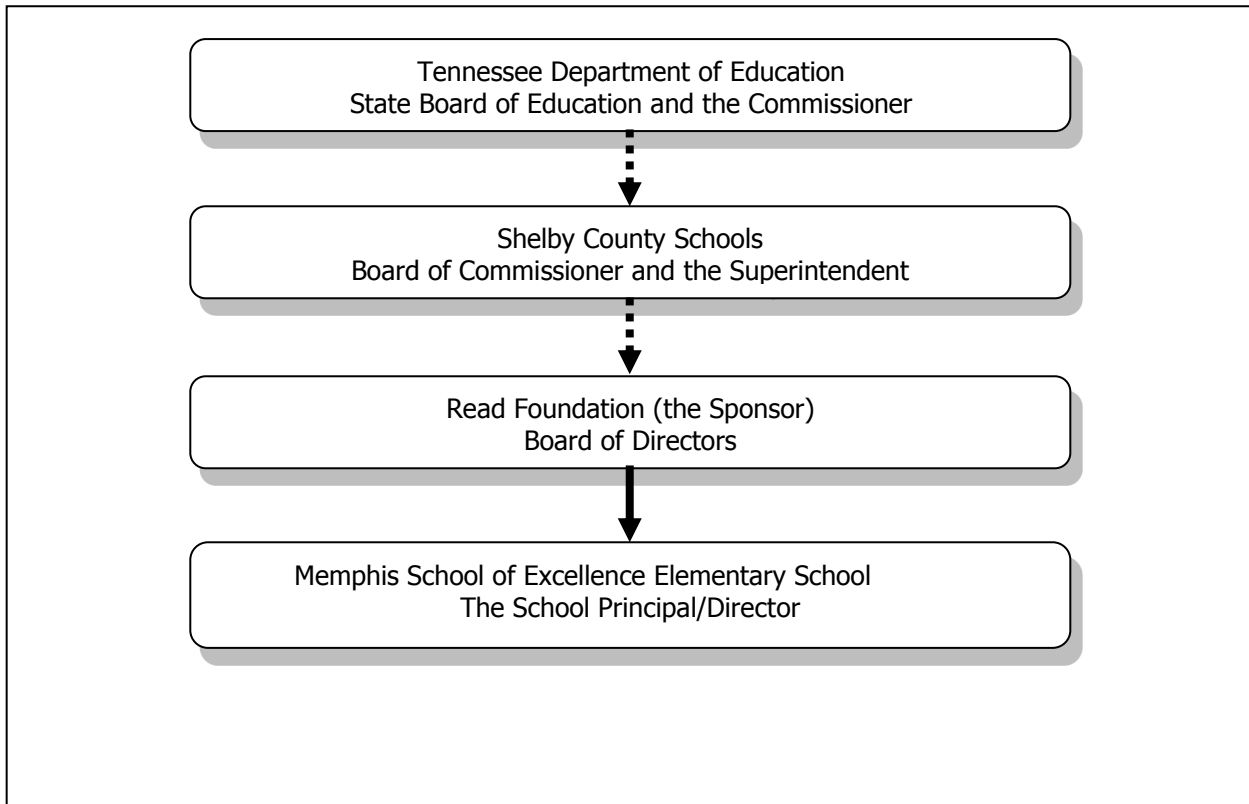
Records of Proceedings

- 5.06. The minutes of the governing board and all committees with board delegated powers shall contain:
- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
 - (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Violations of the Conflicts of Interest Policy

- 5.07. If the board of directors or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the board of directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

7f. Organizational Charts



The board members' main goal is to ensure that all necessary resources are available to accomplish the mission and goals of the organization. Thus, the board will delegate to the appointed principal authority and decision making responsibility for day-to-day operations of the school, including but not limited to: hiring and firing school staff, designing the school's curriculum, and creating the school's annual budget (subject to board approval). The board members' responsibilities include but are not limited to:

- Affirm the mission, goals and objectives,
- Attend regular and special board meetings,
- Provide leadership to board sub-committees,
- Help preparing the budget along with the principal and business manager
- Commit time to developing financial resources for the charter school,
- Evaluate the performance of the principal,
- Establish and maintain all policies governing the operation of the charter school,;
- Ensure that the school adheres to the mission and goals outlined in the charter,

- Hold the principal accountable for the academic success and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise,
- Hear and render decisions on issues brought to the board's attention,
- Participate in disputes that are brought to the board's attention as they relate to the school's discipline policy, especially disputes arising in the areas of expulsion and long-term suspension,
- Handle complaints submitted to the board in a timely manner per the complaints process detailed in the charter application.
- Responsibly review and act upon sub-committee recommendations,
- Assist in identifying resources and attract resourceful people, and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.

Board members will play an active role in the activities of the sub-committees listed below:

1. Academic Policy: Reviews curriculum to ensure compliance with the mission of the school; recommends policy changes to the RF board where appropriate; and participates in the development of program development and evaluation.

2. Personnel: Reviews and recommends job descriptions to the RF board; reviews principal's recommendations for hiring and firing employees and makes recommendations to the RF board; and provides advice on personnel matters to the RF board and the principal.

3. Finance: Drafts annual operating and capital budgets for approval by the RF board (sponsoring entity); reviews monthly actual revenues and expenditures of the operating, capital, and enterprise activities and presents the same to the RF board; and provides advice on financial matters to the RF board and the principal.

4. Facilities and Equipment: Determines space and equipment needs and costs associated therewith; develops plans for any necessary renovations to site; monitors ongoing compliance with regulations; and oversees maintenance of building and equipment.

Memphis School of Excellence will provide an atmosphere of caring and respect for its students and staff. The fundamentals of a productive relationship between the teachers and the administration will be laid out during the hiring process by effectively communicating the goals and objectives of the school to the teachers. The RF Board will be responsible for making sure that both the administration and the faculty are

aware of being part of the same team and the only way to become successful is if everyone does his or her job with integrity and efficacy.

Members of the RF board recognize the fact that parental involvement is a key element in overall student success. The parents will always be encouraged to participate in any part of the school activities and board meetings. A parent will be nominated and elected to be a member of the RF board within a year of the beginning of school operation.

Roles and Responsibilities: The officers of the RF shall be a president, a vice president, a secretary, and a treasurer. The board members may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary. The officers of the RF and their roles and responsibilities of each of these positions are detailed below:

President: The president shall be the chief executive officer of the foundation and is to ensure that the mission of the school is being fulfilled at all times. The president shall supervise and control all of the business affairs of the foundation. The president shall preside at all meetings of the members and of the RF. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the RF board members have been authorized to be executed. However, the president may not execute instruments on behalf of the school if this power is expressly delegated to another officer or agent of the school by the RF board members, the bylaws, or statute. The president shall perform other duties prescribed by the RF board members and all duties incident to the office of president.

Vice President: The role of vice president is to serve as chief executive officer if the president is absent or unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place

of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or Board of directors.

Secretary: The role of the Secretary is to administrate documentation and communication of RF board activities. The Secretary shall:

- Give all notices as provided in the bylaws or as required by law;
- Take minutes of board meetings and keep the minutes as part of the corporate records.;
- Maintain custody of the corporate records and of the seal;
- Prepare any correspondence the Board deems necessary;
- Maintain a calendar of all scheduled board meetings; and
- Perform duties as assigned by the president.

Treasurer: The role of the Treasurer is to oversee the financial processes of the foundation and the proposed school to ensure that: 1) the corporation is fiscally stable; and 2) all transactions are documented in accordance with GAAP principles. The treasurer shall:

- Have charge and custody of and be responsible for all funds and securities of the foundation;
- Oversee the implementation and management of the foundation's budget;
- Maintain the financial books and record of the foundation;
- Prepare financial reports;
- Perform other duties as assigned by the president;
- Review the school's annual budget periodically;
- Oversee the preparation of monthly accounting statements.

7g. Board member resumes

Cem Akkus

3607 Mynders Ave, Memphis, TN 38111 | office: 3825 DeSoto, Room 119, Memphis, TN 38152
phone: 646-387-9885 | e-mail: cakkus@memphis.edu

EDUCATION

Ph.D., University of Memphis, Memphis, TN	expected graduation
Major: Geographic Information Systems - Geography	May 2015
Graduate Certificate in GIS, University of Memphis, Memphis, TN	2011
M.S., Yildiz Technical University, Istanbul, TURKEY	2005
Major: Geodesy and Photogrammetry (Mapping) Engineering	
B.S., Karadeniz Technical University, Trabzon, TURKEY	2002
Major: Geodesy and Photogrammetry (Mapping) Engineering	

PEER REVIEWED PUBLICATIONS

- Akkus, C.; Ozdenerol, E. Exploring Childhood Lead Exposure through GIS: A Review of the Recent Literature. Int. J. Environ. Res. Public Health 2014, 11(6), 6314-6334.
- Ozdenerol, E.; Taff, G.N.; Akkus, C. Exploring the Spatio-Temporal Dynamics of Reservoir Hosts, Vectors, and Human Hosts of West Nile Virus: A Review of the Recent Literature. Int. J. Environ. Res. Public Health 2013, 10, 5399-5432.

WORK IN PROGRESS

- Akkus, C.; Ozdenerol, E.; Kocak, M.; Russ, J.; Kmet, J. Spatial Analysis of soil lead contamination and pediatric BLLs in Shelby County, TN. To be submitted to International Journal of Geographical Information Science.
- Akkus, C.; Ozdenerol, E.; Kocak, M. Efficacy of lead abatement efforts in Shelby County, TN. To be submitted to Environmental Health Perspective.

CONFERENCES & POSTERS

- Association of American Geographers 2012 Annual Meeting, New York, NY. Presentation: "Spatial Analysis of Children's Blood Lead levels in Shelby County, Tennessee: A Case Study"
- 11th Annual Mid-South Geographic Information Systems Conference 2011, Memphis TN. Presentation: "Small Business Export Analysis in the United States".
- 11th Annual Mid-South Geographic Information Systems Conference 2011, Memphis TN. Poster Presentation: "One Map: Analysis for Centers of Export Excellence for Small and Medium-sized Enterprises (SMEs)".
- 10th Annual Mid-South Geographic Information Systems Conference 2010, Memphis TN. Presentation: "Mapping History Through ArcGIS Server and Java Web ADF".

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- 10th Annual Mid-South Geographic Information Systems Conference 2010, Memphis TN. Poster Presentation: “The Civil Rights Movement in the Mid-South: Mapping History”.
- Southeastern Division of the Association of American Geographers (SEDAAG) Annual Meeting (2009), Knoxville TN. Poster Presentation: “Indian Woods, North Carolina: Mapping historical artifacts through GIS”.
- 9th Annual Mid-South Geographic Information Systems Conference 2009, Memphis TN. Poster Presentation: “Indian Woods 1585 to Present: At the Crossroads of Three Cultures”.

WEB-BASED GIS PROJECTS

- FitKIDs Healthy Community Resource Map: <http://binf1.memphis.edu/fitkids/tools/gis/>
- Civil Rights Movement in the US: <http://mappingcivilrights.net>

CARTOGRAPHIC DESIGN IN TECHNICAL REPORTS

- Compatibility of Freight Transportation and Land Use in Memphis Aerotropolis (2012). *Interim Report*. Center for Intermodal Freight Studies, University of Memphis.
- Shelby Farms Natural Resources Management Plan (2011). *Final Report*. Shelby Farms Conservancy.
- An Assessment of Forested habitat at Shelby Farms Park, Memphis, Shelby County, Tennessee (2010). *Final Report*. Tennessee department of Agriculture Division of Forestry.
- Shelby Farms Park Biological Inventory report (2010). *Final Report*. Shelby Farms Conservancy.
- An Assessment of the Health Status of Mississippi Delta Region (2009). *Final Report*. Delta Regional Authority.

TEACHING EXPERIENCE

SUBJECT	INSTITUTION
[Undergraduate (U), Graduate (G), Graduate Assistant(GA)]	
ESCI 1020 Landforms (U) – <i>Instructor 2012 Summer</i>	U of Memphis (UM) Dept. of Earth Sciences
ESCI 4515/6515 Intro GIS (U/G) – <i>Instructor 2012 Spring</i>	UM Dept. of Earth Sciences
ESCI 1020 Landforms Lab (U) – <i>Instructor 2009-2012</i>	UM Dept. of Earth Sciences
ESCI 4515/6515 Intro GIS (U/G)) – <i>GA 2010-2012</i>	UM Dept. of Earth Sciences
ESCI 4525/6525 Advanced GIS (U/G) – <i>GA 2010-2012</i>	UM Dept. of Earth Sciences
ESCI 47613 GIS and Human Health (G) – <i>GA 2010-2012</i>	UM Dept. of Earth Sciences

WORK EXPERIENCE

GIS Developer, School of Public Health
University of Memphis – Memphis TN
12/2013 – present
Developing geodatabases, map documents, and GIS-based web pages for FitKIDs project.

Graduate Assistant, Department of Bioinformatics 1/2013 – 11/2013
 University of Memphis – Memphis TN
 Developed a prototype ArcGIS Server-based website for FitKIDs project grant proposal.

Graduate Assistant, Department of Earth Sciences SAGE Lab 1/2009 – 12/2012
 University of Memphis – Memphis TN

- Worked on health data for Delta Region Health Indicators and LeBonheur Hospital Emergency Services.
- Developed first interactive mapping website for Civil Rights Movement in the Mid-South.
- Worked on forest data on Shelby Farms Biodiversity Inventory and Natural Resources Management Plan
- Conducted cartographic design for Indianwoods Historical Project and Book Series.

GIS Intern, FedEx – Memphis TN 2011
 Conducted market analysis on the export potential of small and medium size businesses in major metro markets.

QC Engineer, Infoserve Technologies Corp. – Glendale NY 2008
 Worked on the project for the development of Master Merchant 2008 Point of Sale Systems.

GIS/CAD Analyst, EMI Mapping and Computing Inc. – Istanbul, Turkey 2002– 2005
 Worked as a project manager on 3-D mapping support for Urban Design in Istanbul.
 Other projects:

- Cadastral and Parcel mapping of Istanbul Municipality Properties
- Multistory GIS and cadastral mapping for development projects for Eminonu County in Istanbul
- MEER Cadastral Renovation Project for Marmara Sea Earthquake Area 1st Part in YALOVA

GIS Intern, Global Mapping and Engineering Corp. – Trabzon, Turkey 2000
 Worked on georectification of raster data sets. Digitized cadastral parcels in CAD environment.

GIS Intern, Land Registry and Cadastral Office – Trabzon, Turkey 1999
 Archived public parcel records. Participated in parcel surveying field works.

TRAINING

Java Programming & Web Design – Infoserve Technologies Inst., Flushing, NY 2007–2008

TECHNICAL SKILLS

- Advanced Data Editing Experience in CAD and GIS environment
- ArcGIS Extensions; Spatial Analysts, Geostatistical Analyst, Network Analyst, Address Geocoding
- Interactive Mapping Website Development and Maintenance using Arc GIS Server and JavaScript API
- Data Development, Data Mining, and Integration on Database & Geo-database Platforms including Microsoft SQL, Access, and ArcGIS
- Advanced Cartographic Design (Arc GIS, Photoshop, Coral Draw)
- Data Analysis with various data types including surveying, utility management, community development, urban planning, public health records, criminology, history, business, ecology, and transportation.
- *Software:* Microsoft Office, ArcView, ArcGIS Desktop, ERDAS, ArcGIS Server, ArcSDE for SQL Server, SPSS, SAS, Eclipse IDE, Aptana IDE, Apache Tomcat, Microsoft SQL Server, Adobe Photoshop/Illustrator CSX, Coral Draw, Micro Station SE/V8, NotPad++
- *Programming & Scripting Languages:* C, Java, Python, Javascript, Avenue

AWARDS

- The Center for Academic Success Travel Enrichment Award as a presenter at the Association of American Geographers Annual Meeting for 2012 in New York.
- Travel scholarship for the First International Conference on Geospatial Geocoding, 2011 Redlands CA.
- “The Civil Rights Movement in the Mid-South: Mapping History”, Map Galery 2nd Place Student at Memphis Area Geographic Information Council Map Design Competition at 10th Annual Mid-South Geographic Information Systems Conference 2010, Memphis TN.
- “Indian Woods 1585 to Present: At the Crossroads of Three Cultures”, Map Galery 1st Place Student at Memphis Area Geographic Information Council Map Design Competition at 9th Annual Mid-South Geographic Information Systems Conference 2009, Memphis TN.

6350 Uncle Remus Rd. Apt. 4
Memphis, TN 38115
9015040817
Patty_Farmer@yahoo.com

PATTY FARMER

Objective: Laboratory Technician with expertise in procuring and processing more than 2000 specimens per month. Highly efficient and detail-oriented with advance knowledge of medical testing and experimentation.

Skills & Abilities: Medical Assisting Specialist. Talent in obtaining/charting vital signs. CPR/BLS certified. Patient/Family focused. Extensive medical terminology knowledge. Enthusiastic caregiver. Extensive ER experience. Qualified in specimen collection/processing. Blood withdrawal certification. Competency in procedure development.

Experience: PHLEBOTOMY/MEDICAL RESPONSE TEAM/ EDT, SAINT FRANCIS HOSPITAL

NOVEMBER 1986 to June 2010

Blood withdrawal. CPR. Help physicians examine and treat patients by assisting with instruments, injections. Recorded patients' vital statistics and test results in medical records. Administered 12-lead electrocardiogram and monitoring. Provided life support services during medical emergencies. Ensured HIPPA compliance.

Education: WOODALE HIGH; DIPLOMA, BAPTIST SCHOOL OF NURSING; CERTIFICATION/LICENSE

Certification in Phlebotomy, License in Medical Assistant, Certification in CPR, Certification in EKG Technician

Communication: Served as a New-Hired Employee Trainer Educator. Motivated Speaker to various Youths.

Leadership: Volunteer on the Memphis School Of Excellence Board of Directors. Volunteer for The Women Heart Association, Volunteer for Saint Francis Hospital Health-Fairs, Volunteer for Morning Grove Baptist Church Youth Ministries and Health-Fairs, Volunteer for Various Memphis Shelby County Schools.

References: REFERENCES AVAILABLE UPON REQUEST

Emin Kescu
3607 Mynders Ave
Memphis TN, 38125
Phone: +1 (315) 628 1788
Email : ekescu@uthsc.edu (Alt : eminkuscutr@gmail.com)

OBJECTIVE

Advance my capabilities as a senior software developer in a challenging, professional environment where I can apply my substantial software and management experience.

EDUCATION

<i>Geographic Information Systems (GIS) Certificate</i> , University of Memphis, Memphis, TN, U.S.A.	2012-2013
<i>Master of Engineering (Robotics)</i> , Tennessee State University, Nashville, TN, U.S.A.	2005-2009
<i>Bachelor Degree in Computer Engineering</i> , Sakarya University, Sakarya, Turkey	1997-2002

PROFESSIONAL EXPERIENCE

Senior Program Manager, UTHSC, Memphis, TN, U.S.A. **June 2008 - (Present)**

- *Web Application (Unity) (<http://unitytest.uthsc.edu>):*
Supervised and assisted in the development of a clinical database management application, Unity, which is written in Python and uses the PostgreSQL relational database system. Unity runs on an OS-independent Apache/Python/PostgreSQL (XAPP) stack, and can thus be deployed in any server running Apache with Python (2.7 or 3.3+), the Django web framework (1.6+), and a PostgreSQL database server. Core functionality is deliberately lightweight with major functions implemented as plug-ins. This infrastructure allows flexibility and functional expansion without interrupting core systems. For example, Unity comes preloaded with standard medical ontologies (e.g. ICD9/10), but new vocabularies can be uploaded into dynamically generated tables and immediately used as new lookup tables. Combining the essential features of a clinical data management system, Unity features audit-logs to capture all user activities, total access control with privileges based on user-defined roles, and a drag and drop data export and reporting tool with customizable filtering that can export to Excel and PDF.
- *Web Application (Slim-Prim) (<http://ctsi.uthsc.edu/SlimPrim/>):*
Supervised and assisted in the development of a clinical research application, which is called Slim-Prim, using PHP, JavaScript, Ajax, and Oracle for clinical studies. Slim-Prim provides flexible components to create related tables and does analyses of data in those tables. Slim-Prim is a clinical database management system that gives clinical researchers the opportunity to create their own modules using research data.
- *Web Application (Slim-Prim report management tool) (<http://ctsi.uthsc.edu/SlimPrim/>):*
Supervised the development of a report management tool for Slim-Prim that creates customizable reports for clinical data. Every table and field is available for individual selection and results are provided according to the relationships between tables. This tool supplies the user with all of the SQL ability in a graphical interface.
- *Web Application (<http://academic.uthsc.edu/kismetwiki/>):*
Created the KismetWiki application, which is intended to create and share medical documentation and discussion boards within various access levels. It was created using PHP and Oracle 11g (LDAP Authentication Backend). It gives medical students and clinical researchers the opportunity to share and collaborate on their medical studies and research.

Web Developer, Horizon Trade Inc., Nashville, TN, U.S.A.

2007- 2008

- *Web Application (<http://www.chefsdeal.com>):*

Created *Chefsdeal.com*, which is a shopping portal website that uses PHP, MySQL for B2B, B2P and B2C.

.Net Application Developer, ITMRL (Intelligent Tactical Mobility Research Lab), Nashville, TN, U.S.A.

2005-2007

- *Speech Recognition Application*

Designed and implemented applications for Visual Telerobotics: Speech Recognition and Robot-Human (H-R) Dialogue: The application provides intelligent H-R interactions using speech to text and text to speech components.
Used Skills: C#, Microsoft SDK Library for speech recognition, Text to Speech and Speech to Text.

- *Robot Localization Application*

Created Robot Localization System utilizing Indoor GPS. This application finds the position and orientation of the mobile robot.
Used Skills: C#, SQL Server 2000, ADO.Net, HTML, XML, CSS, JavaScript, information fusion using mathematical calculations.

- *Landmark Application*

This application finds the position and orientation of the mobile robot using surveillance cameras.
Used Skills: C#, Information fusion using mathematical calculations, Back Propagation algorithms for object recognition.

- *Face Recognition Application*

This application is used to recognize a specific person among a group of people using face recognition algorithms.
Used Skills: C#, MS Access, Back Propagation algorithms for object recognition.

- *Navigation Application*

This application provides full control of Trilobot, enabling it to navigate intelligently using sensors and provided components.
Used Skills: Java 1.5, JDBC, Oracle, serial communication libraries, provided navigation, and control of compass, grabber, sonar sensors, camera, and laser.

Web Developer, Toksu & Chase Inc., Istanbul, Turkey

2002-2004

- *Web Application (<http://www.otoalsat.com>):*

Assisted in developing this portal using PHP, MySQL for B2B, B2P and B2C for used and new car trading.

SKILLS

Languages:	C#, VB.NET, Java, C/C++, Python
Internet:	PHP 5, JavaScript, HTML, CSS, AJAX, script.aculo.us, JQuery, Bootstrap, ASP.NET MVC
Database:	ADO.NET, Oracle 11g, MS SQL 2000 and 2005, MS Access, MySQL, Stored Procedures, Entity Framework
IDE:	Visual Studio .NET 2003/2005, Eclipse, NetBeans, SublimeText

CERTIFICATION

- Sun Certified Java Programmer (SCJP), 2007
- Java Boot Camp, Tennessee State University. Two weeks, 2007
- 2007 Devlink Conferences, Nashville, Tennessee, U.S.A.
- Personal Improvement and NLP (Neuro-Linguistic Programming) Conference, Sakarya Turkey, 2002

HONORS & AWARDS

- Member of UTHSC's Office of Biomedical Informatics team that was named a 2013 Computerworld Honors Laureate for visionary application of information technology to promote positive social, economic and educational change.

<http://www.eiseverywhere.com/ehome/49069/83917/>

http://cwthonors.org/case_studies/2013Finalists/Health/1279_UTenn2013.pdf

PUBLICATIONS

- Somchan Vuthipadadon, Mark Sakauye, Emanuel Villa, Emin Kuscu, Netasha Bowers, Teresa Franklin, Linda Moses-Simmons, Ian M Brooks. The BLUES database: A health disparities registry for pregnant mothers. BMC Bioinformatics. 10/2013; 14(17).
- Teeradache Viangteeravat, Matthew N Anyanwu, Venkateswara Ra Nagisetty, Emin Kuscu, Mark Eijiro Sakauye, Duoqiao Wu. Clinical data integration of distributed data sources using Health Level Seven (HL7) v3-RIM mapping. Journal of Clinical Bioinformatics. 11/2011; 1:32.
- Aaron R. Rababaah, Emin Kuscu, Amir Shirkhodaie. Vision-based Indoor Mobile Robot Localization Technique Compared with Cricket Technology. 2011 MTMI-NIT International Conference, New Carrollton, MD, (20-22 October, 2011).
- Kamel Boulos MN, Viangteeravat T, Anyanwu MN, Ra Nagisetty V, Kuscu E. Web GIS in practice IX: a demonstration of geospatial visual analytics using Microsoft Live Labs Pivot technology and WHO mortality data. International Journal of Health Geographics 03/2011; 10:19.
- Teeradache Viangteeravat, Venkateswara Ra Nagisetty, Emin Kuscu and Matthew N. Anyanwu. Automated Generation of Massive Image Knowledge Collections using Microsoft Live Labs Pivot to Promote Neuroimaging and Translational Research. Journal of clinical bioinformatics 01/2011; 1(1):18.
- Teeradache Viangteeravat, Naga Nagisetty, Anyanwu N Matthew, Emin Kuscu, Ian M. Brooks, Chanchai S. McDonald, PRIME - the Protected Research Information Management Environment. BMC Bioinformatics 01/2010; 12:1-1.
- Matthew Nwokejjie Anyanwu, Venkateswara Ra Nagisetty, Emin Kuscu, Teeradache Viangteeravat. Real Time Web-based Data Monitoring and Manipulation System to Improve Translational Research Quality. International Journal of Biometrics and Bioinformatics (IJBB - Volume 4 Issue 6) Feb 2011.
- Aaron R. Rababaah, Emin Kuscu, Amir Shirkhodaie, Indoor Mobile Robot Localization Using IPS Cricket Technology, 2010 MTMI-NIT International Conference ON Global Issues in Business & Technology, (December 22 – December 24, 2010).

- Teeradache Viangteeravat, Matthew N. Anyanwu, Venkateswara Ra Nagisetty, Emin Kuscu, Ian M. Brooks, An Image Knowledge and Information- Sharing System for a Biomedical Informatics database to Promote Translational Research. Journal of Computing Science and Engineering, Vol 2, Issue 2, Aug 2010.
- Teeradache Viangteeravat, Ian M Brooks, Somchan Vuthipadadon, Emin Kuscu, Naga Nagisetty, Ebony Smith, Ramin Homayouni and Chanchai S McDonald, Slim-Prim: an integrated data system for clinical and translational research. BMC Bioinformatics 01/2010

REFERENCES

Available upon request.

Resume

Fatih Şen (Shen)

Primary Address: 3245 Glendoro Dr., Apt:4, San Mateo, CA 94403

Current Address: 205 Pryor St., Little Rock, AR 72205 501-765 4057, fatihsen23@gmail.com or fxsen@ualr.edu

Education

Doctor of Philosophy (Ph.D.), Teaching Assistant, Instructor, Integrated Computing/Computer Science, University of Arkansas at Little Rock, 2009-2014, Little Rock/USA

Areas of Interest: data mining, machine learning, bioinformatics, computational biology, social networks, social media, diffusion in social networks, algorithms, network data visualization, entrepreneurship, innovation

Dissertation: Focal Structures Analysis (FSA) in Social and Complex Networks (Identifying relevant key sets of individuals rather than sets of key individuals in a network)

Master of Science (M.S.), Integrated Science and Technology, Southeastern Louisiana University, 2006-2008, Hammond, LA, USA

Bachelor of Science (B.S.), Computer Science, June, 1998-2003, Yeditepe University, Istanbul, Turkey

Publications

1. Fatih Sen, Rolf T. Wigand, Nitin Agarwal, Rafal Kasprzyk, Identifying Focal Structures in Complex Networks (Journal-In Progress), Social Network Analysis and Mining (SNAM) 2014
2. Faysal Ahmed, Nitin Agarwal, Alika P. Nichols, Fatih Sen, Learning Paradigms: Revolution of Learning Paradigms in Education (Journal-In Progress)
3. Fatih Sen, Rolf T. Wigand, Nitin Agarwal, Rafal Kasprzyk, Focal Structure Analysis in Large Biological Networks (Presented), ICBBT 2014, Gdansk, Poland
4. Fatih Sen, Rolf T. Wigand, Nitin Agarwal, Debanjan Mahata, Halil Bisgin, Identifying Focal Patterns in Social Networks (Short Paper-Presented). In Proc. of CASoN, 2012, Sao Carlos, Brazil
5. E. Ermişoglu, F. Sen, S. Kockara, T. Halic, C. Bayrak, R. Rowe, A Scooping Simulation Framework for Artificial Cervical Disc Replacement Surgery (Conf. Paper-Presented), 2009 IEEE International Conference on Systems, Man, and Cybernetics
6. Ghassan Alkadi, Theresa Beaubouef, Fatih Sen, Student Internship: Developing Real World Skills For Real World Problem Solutions (Conf. Paper-Presented), CCSC: SC, 2008

Presentations

1. Fatih Sen, Modeling Diffusion and Network Robustness through Focal Structures in Social Networks, Sunbelt Social Network Conference, Hamburg, May 2013
2. Fatih Sen, Mehmet Sen, A Project Proposal of an Interest-based Social Networking Site (Yetiket.com), Arkansas Small Business and Technology Center, UALR, Little Rock, 2013
3. Fatih Sen, Carissa Noriega, A Project Proposal of Flashtrain (Social Networking-based Smartphone Photo-Sharing App), Center for Innovation and Commercialization, UALR, Little Rock, 2012

Experience

[Axiom Inc.](#), 9/16/2013-12/6/2013, Software Engineering-Internship, Little Rock, Arkansas, USA

[Yetiket](#), 2011-2012, Entrepreneur, Co-founder of <http://www.yetiket.com>, interest-based social networking site for the people in Turkey.

- **Yetiket.com:** -Assisted Mehmet Sen (Founder) in analyzing, designing and developing the networking site using PHP, jquery, HTML, and CSS. -Worked on cloud servers' settings for the web site.

[University of Arkansas at Little Rock \(UALR\)](#), 01/2009-9/2013, Teaching Assistant and Instructor, Little Rock, Arkansas, USA

-Taught "Computer Literacy" class for two years as an instructor. -As a teaching assistant, assisted students with their studies in Information Science and Computer Science departments. -Organized social events for the Turkish Club as a President at the campus and taught Turkish classes as a volunteer -Has been working on academic researches such as social networking analysis, data mining, and diffusion in social networks. Doing some fun events, such as acting in a short film of a Gangnam Style Parody called "Ph.D. Style":

<http://www.youtube.com/watch?v=v45oMhrrm6Y>

University of Arkansas at Medical Sciences (UAMS), 06/2011-08/2012, Internship, Little Rock, Arkansas, USA

-Implemented a social search engine, called SWiki to give the user the ability to search for medical research publications by a non-scientific and meaningful topic rather than by a keyword matching and link-analysis techniques.

GCR Associates Inc., 02/2008-10/2008, Software Developer, New Orleans, Louisiana, USA.

- **Aviation System Manager:** Implemented web forms, reports, web services and console application using VB.NET and C#. Used T-SQL scripts on Sql Server and PL/SQL scripts on Oracle database.
- **NCTCOG:** Designed and implemented web forms and reports for a flight tracking system using VB.NET and analytical services based on OLAP (Online Analytical Processing) concept.

Southeastern Louisiana University (SLU), 01/2006-01/2008, Graduate Assistant, Hammond, Louisiana, USA

-Worked on the Educational Leadership and Technology department's web site, and assisted students and professors in their work. - Gathered the required documents, analyzed the work-flow, designed and implemented them using Collage Web Tool software program. -Installed and configured Linux and windows servers, and helped the students in networking class.

Saint James Technology, Inc., 02/2007-01/2008, Internship, Software Engineer, Louisiana, USA.

- **Live Video Encoder Application:** -Developed the encoder server application by using C#, windows media encoder and DirectShow library.
- **Laser Drafting Tool:** -Modified 'PHPReports' open source project and integrated it to the "Laser Drafting Tool" system for generating statistical reports using PHP, AJAX, MySQL database.
- **Formula Problem:** -Analyzed the formula problem for dynamically generated web reports and solved this problem using the "Evaluating Postfix-Notations for Arithmetic Expressions" algorithm.

Sentim Software A.S., 06/2004 – 05/2005, Software Engineer, Istanbul, Turkey

- **LIS (Laboratory Information Systems):** -Designed an interface for the laboratory module -Implemented the ASP.NET based project using Visual Basic.NET and Infragistics ASP.NET Components. -Designed and implemented statistical reports using Crystal Report Designer.
- **TQM (Total Quality Management):** -Analyzed and implemented the work-flow of the Document Management, Organization, and Customer Relationship Management (CRM) modules using C#. -Increased the team's performance by applying the Object Oriented Programming (OOP) design to the project.

4T Information Systems, A.S., 10/2003 – 04/2004, Software Developer, Istanbul, Turkey.

- **DSI (ERP Project):** -Implemented a stock and a human resources module using C# and PL/SQL scripts. -Designed statistical reports for the modules using Component One Web Report Designer.
- **MEDIN 2.0 (Health Care Project):** -Analyzed and gathered all requirements and developed the pharmacy and stock modules using C# and PL/SQL scripts.

Technical Skills

C#.NET, PHP, VB.NET Java, Eclipse, MySql, MS SQL Server, Oracle, Cloud Server Management, Gephi, Pajek, ASP.NET, Linux CentOS, Mac OS X, Web Services, PL/SQL Script, Object Oriented Programming

References

Nitin Agarwal, Assistant Professor, Information Science Department, UALR, Email: nxagarwal@ualr.edu. Web site: <http://www.ualr.edu/nxagarwal/Homepage/Home.html>.

Dr. Rolf. T. Wigand, Departments of Information Science and Management, UALR, Email: rtwigand@ualr.edu. Web site: <http://ualr.edu/rtwigand/>

7h. Board Policies, including policies on open meetings and open records

NOTIFICATION OF BOARD MEETINGS (T.C.A. § 49-2-202)

Regular Business Meetings and Work Sessions shall be held on the scheduled day. Dates of Regular Business Meetings shall be provided in annual announcements made available to the news media, the public, and all Board Members. Except in rare emergencies, the notification for all Special Called and/or rescheduled Regular Business Meetings shall be sent to the media and posted on the website at least twenty-four (24) hours in advance, except when Board Work Sessions are changed to Special Called Meetings for emergencies. Board Members shall be contacted by telephone and via e-mail as soon as the necessity for the Special Called and/or rescheduled meeting is determined, unless the Board Members have been notified of the date and time of the Special Called and/or rescheduled meeting during a Board Work Session or Regular Business Meeting. In emergencies, notice shall be given to all appropriate parties as is practical. The Board Chairman or the Chairman's designee shall give reasonable notice of the time and location of all meetings subject to the Tennessee Open Meetings Law.

MINUTES (T.C.A. § 49-2-301 T.C.A. § 49-2-203)

The Secretary shall keep, or cause to be kept, a complete and accurate record of the proceedings of all meetings of the Board. Copies of the minutes of each meeting of the Board shall be provided to the members of the Board within five (5) days of the meeting at which they are to be approved. Corrections in the minutes may be made at the meeting at which they are to be approved. Following approval by the Board, the minutes shall be signed by the Secretary and Chairman of the Board. The minutes will become permanent records of the Board and will be in the custody of the Secretary, who will make them available to interested citizens and the news media upon request.

Attachment 8

School Leader Resumes / Student Achievement Data

8079 Waterford Circle Apt 207
Memphis, TN 38125
Phone: (901) 491-6854
~mfturkay@yahoo.com~

MUHAMMET TURKAY

EDUCATION	Master of Science, Educational Leadership <i>Christian Brothers University, Memphis, Tennessee</i>	<i>Awarded Aug 2013</i>
	Master of Science, Industrial Engineering, emphasis in Engineering Management <i>University of Houston, Houston, Texas</i>	<i>Awarded Dec 2005</i>
	Bachelor of Science, Industrial Engineering <i>Istanbul University, Istanbul, Turkey</i>	<i>Awarded June 2003</i>
EXPERIENCE	Director/ Principal <i>Memphis School of Excellence Memphis, TN</i>	<i>8/2014-Current</i>
	<ul style="list-style-type: none">• Federal Programs/Title I Coordinator• Account Manager• School Business Coordinator• Building Construction Coordinator• Data Management Coordinator• Testing Coordinator• State Reporting Coordinator	
	Principal <i>Memphis School of Excellence Memphis, TN</i>	<i>8/2010-8/2014</i>
	<ul style="list-style-type: none">• Memphis School of Excellence is a public Charter School serves grades 6-12. Total Enrollment: 440 Free/Reduced Lunch: 95%• Attracted more than 700 students every year for the last 4 years.• Served as Human Resource Coordinator Hired all school staff for the last 4 years.• Served as Teacher Evaluator Evaluated all staff using TEAM model.• Served as Academic Coordinator. Most improved school in Shelby County School's district out of 256 schools.• Served as Discipline Committee head.• Served as AP Coordinator	
	Mathematics Teacher / Department Head <i>Dove Science Academy Tulsa, OK</i>	<i>8/2006-8/2010</i>
	<ul style="list-style-type: none">• Coach of Math Counts and American Math Competition teams for 4 consecutive years.• Teacher of the year in 2007 and 2008• Was in charge of the DSA Alumni organization.	
	<i>Discovery School of Tulsa, Tulsa, OK</i>	<i>Summer 2009</i>
	<ul style="list-style-type: none">• Was in charge of enrollment for a new school. Attracted more than 500 students in 1 month.	
	<i>Dove Science Academy Elementary School, Oklahoma City, OK</i>	<i>Summer 2008</i>
	<ul style="list-style-type: none">• Was in charge of enrollment for a new school. Attracted more than 600 students in 1 month.	
	Assistant Student <i>University of Houston Houston, TX</i>	<i>Spring 2005</i>
CERTIFICATIONS	Tennessee- ILL-B Beginning Administrator	<i>valid through 8/31/2019</i>
	Tennessee Out of State Teacher, Mathematics Teacher Certified to evaluate all staff using Tennessee TEAM model. Certified to evaluate administrators using State required TEAM model.	<i>valid through 8/31/2020</i>
REFERENCES	<i>Furnished upon request</i>	

School Address:
4450 S Mendenhall Rd
Memphis, TN 38141



Tel: (901) 367 7814
Fax: (901) 367 7816
www.sememphis.org

MEMPHIS SCHOOL OF EXCELLENCE

2014-2015 School Profile

The School

Memphis School of Excellence (MSE) is a public charter school serving 440 students in grades 6 through 12. MSE has been serving its community since the 2010-2011 school year.

School Demographics	Student to Teacher Ratio: 13 to 1
83% African American	Average Class Size: 24
15% Hispanic	Graduation Rate: 100%
1% Asian	Attendance Rate: 96%
1% White	Economically Disadvantaged Rate: 92%

Our Staff and Students

Our staff is committed to excellence as they work to prepare our students to achieve their future educational and career goals. 100% of our courses are taught by teachers who are certified and highly qualified in the subject area. Our teachers have earned the highest score from the state over the last 3 years.



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Reports

Schools

Tests

Print
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Report: School-Level Evaluation Composites

Year: 2014

School: Memphis School of Excellence

District: Shelby County Unified

Test: TCAP/EOC

2013-2014 Composite Trends

Composite Type	One-Year Trend*		Two-Year Trend*		Three-Year Trend*	
	Index	Level	Index	Level	Index	Level
Overall	7.46	5	7.42	5	11.24	5
Literacy	3.84	5	2.41	5	3.27	5
Numeracy	9.08	5	10.55	5	15.48	5
Literacy and Numeracy	8.11	5	7.90	5	11.17	5

Rules for Effectiveness Level Determination

Level 5, Most Effective: Schools whose students are making substantially more progress than the Standard for Academic Growth (the school's index is 2 or greater).

*<https://tvaas.sas.com/>

The Curriculum

MSE follows the state curriculum. MSE offers extra periods for Math, Science, and English classes. MSE regularly tests students to see progress. MSE provides after school tutoring, pull out tutoring, Saturday tutoring, and evening tutoring. MSE does not offer summer school. MSE offers several Honors Courses for all high school students. Honor classes are weighted 4.5 credits on students' GPA. MSE offers 2 AP classes currently and plans to increase the number of AP classes every year. AP students will earn 5 credits. During the 2013-2014 school year, 12 students were enrolled in AP classes. During the 2014-2015 school year, 55 students are enrolled in AP classes.

Extracurricular Activities

MSE offers several sports and after school activities.

Middle & High, Boys & Girls Basketball	Middle & High School Student Council	Art Club
ACT Tutoring	Chess Club	Show Choir
Parent Teacher Association (PTA)	Robotics	Volleyball
Science Olympiad	Cross Country	Softball
Soccer	Middle & High School Track	Baseball
Cheerleading	Computer Club	Tutoring

2013-2014 Testing Results

MSE improved its test results every year. Based on Spring 2014 test results MSE ranks in the top 10% among Shelby County Schools.

MSE Test Results over the years

Subject	Proficient & Advanced			
	2011	2012	2013	2014
6-8 Math	2.45%	22.40%	34.30%	55.19%
6-8 Reading	8.82%	25.40%	29.88%	42.32%
6-8 Science	8.82%	26.03%	40.66%	60.17%
6-8 Social St.	38.91%	80.09%	75.10%	77.20%
Algebra 1	5.56%	27.91%	41.67%	78.43%
English 1	27.78%	34.88%	53.97%	82.69%
English 2	NA	31.30%	37.50%	47.83%
Biology	NA	17.65%	66.67%	71.74%
English 3	NA	NA	NA	25.00%
US History	NA	NA	NA	96%
Algebra 2	NA	NA	NA	17.60%

Memphis School of Excellence met all Annual Measurable Objectives (AMO) set by the state and the district over the last 4 years.

Memphis School of Excellence

School Value Added Data

	Grade	6	7	8	Growth Standard
Math	2012 Growth Measure	2.9	9.6	11.9	8.1
Math	2013 Growth Measure	-4.1	1.3	11.5	2.9
Math	2014 Growth Measure	0.4	9.3	14.6	8.1
Math	3 Year Ave Growth Measure	-0.3	6.7	12.6	6.4
Reading/Language	2012 Growth Measure	-2.1	-0.7	7.8	1.6
Reading/Language	2013 Growth Measure	-7.3	-2.2	4.2	-1.8
Reading/Language	2014 Growth Measure	-3.7	0.5	6.2	1
Reading/Language	3 Year Ave Growth Measure	-4.4	-0.8	6	0.3
Science	2012 Growth Measure	2.2	3.6	4.9	3.5
Science	2013 Growth Measure	-0.7	-3.5	7	0.9
Science	2014 Growth Measure	4.3	-2.9	16.5	6
Science	3 Year Ave Growth Measure	1.9	-0.9	9.5	3.5
Social Studies	2012 Growth Measure	-2.8	6.3	13.6	5.7
Social Studies	2013 Growth Measure	-6.5	0.3	5.7	-0.2
Social Studies	2014 Growth Measure	-3.2	-3.7	1.5	-1.8
Social Studies	3 Year Ave Growth Measure	-4.2	1	6.9	1.2
TCAP Composite	2012 Growth Measure	0	4.7	9.5	4.8
TCAP Composite	2013 Growth Measure	-4.7	-1	7.1	0.5
TCAP Composite	2014 Growth Measure	-0.5	0.8	99.7	3.3
TCAP Composite	3 Year Ave Growth Measure	-1.7	1.5	8.8	2.8

Algebra I	2012 Growth Measure	-4.3
Algebra I	2013 Growth Measure	4.7
Algebra I	2014 Growth Measure	22.3
Algebra I	3 Year Ave Growth Measure	7.6
Biology I	2012 Growth Measure	-21.5
Biology I	2013 Growth Measure	24.5
Biology I	2014 Growth Measure	19.5
Biology I	3 Year Ave Growth Measure	7.5
English I	2012 Growth Measure	2.9
English I	2013 Growth Measure	5
English I	2014 Growth Measure	12.5
English I	3 Year Ave Growth Measure	6.8
English II	2012 Growth Measure	0.8
English II	2013 Growth Measure	4.9
English II	2014 Growth Measure	5.3
English II	3 Year Ave Growth Measure	3.7

*<https://tvaas.sas.com>

Attachment 9: Employee Manual / Personnel Policies

2014-2015

Personnel Handbook



READ Foundation, d.b.a.
Memphis School of Excellence
4450 S. Mendenhall Road Ste 1
Memphis, TN 38141

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Notice of Nondiscrimination

It is the policy of READ Foundation, dba Memphis School of Excellence not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of READ Foundation, dba Memphis School of Excellence not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; Section 504 of the Rehabilitation Act of 1973, as amended and Part B of the Individuals with Disabilities Education Act.

READ Foundation, dba Memphis School of Excellence will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Purpose

READ Foundation, d.b.a. Memphis School of Excellence ("MSE") has adopted certain employment policies and procedures, which are contained in this personnel handbook. This personnel handbook is effective as of the 28th day of July 2014.

The policies in this handbook are a source of information for employees who have questions about MSE's personnel practices. These policies are not contractual in nature and may be unilaterally rescinded, revised, or added to by MSE from time to time. Additionally, although management generally will follow these policies, the Principal/Director may, in his or her sole discretion, authorize deviations from or exceptions to these policies if, in the Principal's/Director's opinion, such a deviation or exception is warranted under the circumstances. The provisions of this handbook control over any contrary statements, representations, or assurances by any supervisory personnel.

This handbook is not to be construed as or declared to be a contract of employment by any employee of MSE. Absent a written contract, READ Foundation, d.b.a. Memphis School of Excellence ("MSE") is an at-will employer. As an at-will employee, any employee may voluntarily leave employment or may be terminated by MSE at any time, for any or no reason.

This personnel handbook is the property of MSE. All employees and trainees will be provided with a copy of the handbook and will be required to read and abide by it. While MSE intends to notify employees whenever there has been a significant modification or addition to any of the policies in the handbook, the policies are subject to change at any time, with or without notice, at MSE's sole discretion.

Code of Ethics

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, MSE expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to:

Recognize basic dignities of all individuals with whom they interact in the performance of duties;

Represent accurately their qualifications;

Exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;

Understand and apply the knowledge and skills appropriate to assigned responsibilities;

Keep in confidence legally confidential information as they may secure;

Ensure that their actions or those of another on their behalf are not made with the specific intent of advancing private economic interests;

Refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. (This will in no way limit constitutionally or legally protected rights as a citizen.);

Avoid accepting anything of value offered by another for the purpose of influencing judgment.

Reporting Child Abuse or Neglect

If you suspect that any student has been physically abused, you are required to report the suspected abuse immediately to the abuse hotline. This suspected abuse should also be reported to the principal. In the event the principal is unavailable, you must report the suspicion to the school counselor.

You are not to:

- Question the student.
- Discuss the suspected abuse with co-workers.
- Contact the parent

Once you have made the report to the principal or designee listed above, the Department of Human Services will be contacted.

Under no circumstances are you to report the suspected abuse to the parents.

Staff Dress and Grooming

The School Board (READ Foundation) (the Board) believes that all staff members set an example in dress and grooming for their students to follow. A professional staff member who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner toward the maintenance of discipline.

The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process.

Faculty and staff members are expected to dress in a professional and appropriate manner. The campus principal and/or supervisor will be solely responsible for initially interpreting and enforcing the faculty/staff dress requirements; questions concerning dress requirements may be appealed as provided by Board Policy.

Employees will keep themselves neatly groomed and dressed and will keep their hair neat and clean. Grooming and dress that will disturb, interfere with, or detract from the educational process will not be allowed. "Neatly groomed and dressed" shall be defined as dress and grooming that is standard and conforms to local community and school etiquette and decorum. It is within these principles that READ Foundation;

d.b.a. Memphis School of Excellence will enforce the following dress code items, specifically but not limited to:

No Shorts, Wind Pants/Shorts, or Warm-Ups may be worn on any school-day (i.e., a day for which a person is being paid) except for:

P. E. class (but not worn in the regular classroom)

Campus Designated Days (designation is done by the administration); and Field-based, Class Activity Days.

No Jeans of any color may be worn on any school-day (i.e., a day for which a person is being paid) except for:

Workdays and Campus Designated Days (designation is done by the administration); and Field-based Activities (but not worn in the regular classroom).

Male Grooming:

Hair length is the same as student grooming code and must be neatly trimmed.

Female Dress:

Skirt and dress length should fall below the knee cap. When seated or having your legs crossed/uncrossed, your thighs should not be exposed. Mini-skirts are prohibited.

Fitted leggings and spandex-type leggings are not permitted as outer wear; they may be worn under a dress, skirt or tunic top provided that outer wear meets the student skirt and dress code length requirements. Loose-fitting stirrup pants and loose-fitting leggings are permitted

Dress culottes, skorts, and split skirts must meet the student dress and skirt code length requirements. These are clothes that have the appearance of a skirt in the front but are split. Dresses and skirts should contain only small slits. Slits shall not be revealing. It should be easy to walk comfortably in your skirt.

Appropriate undergarments must be worn at all times.

Clothing that exposes cleavage, private parts, the midriff or undergarment is prohibited.

Capri pants are not acceptable on any school day except on a workday and field day.

Shirts, Blouses, and Tops

All shirts shall cover the back and stomach areas. You should be able to move freely without exposing any portion of your waist area. Shirts and blouses must be buttoned appropriately and should not be low cut or expose any type of cleavage.

Clothing should never be see-through. Any clothing that reveals cleavage, private parts, the midriff or undergarments is prohibited. Clothing Materials such as spandex are prohibited.

Shoes

No open toe shoes, high heels/chunky heels, slippers, flip-flops or clogs. Shoes should be polished and clean. Shoes made of leather or microfiber are preferable.

Pants/Slacks

Pants must be worn with a belt, unless designed without belt loops. Pants/slacks must fall at ankle length.

Capri pants are prohibited. Jeans are prohibited unless exceptions are made for Blue Jean Days or special events by your Principal/Administration. Tights and spandex pants are prohibited.

Jewelry and Other Accessories

All tattoos shall be covered and hidden from view.

Jewelry used in conjunction with body piercing (such as nose rings, eyebrow or tongue studs) is prohibited.

Employees who desire exceptions from the dress code for religious reasons should submit their requests to their principals.

All employees need to dress in Business Attire on all school days of the year!

Note: Any employee who fails to adhere to this dress code will be subject first a written warning and then for repeat occurrences will be subject to further disciplinary action, up to and including possible termination.

Drug-Free Workplace

The board believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which is not tainted by the use or evidence of use of any controlled substance.

The board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the professional staff at any time while on school property or while involved in any school-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with Board policy.

The School prohibits the unlawful distribution, possession, or use of illicit drugs and alcohol on school premises or as part of any of the School's activities.

READ Foundation, d.b.a. Memphis School of Excellence is committed to maintaining a drug-free environment and will not tolerate the use of illegal drugs in the workplace. Employees who use or are under the influence of alcohol or illegal drugs during working hours shall be subject to disciplinary sanctions. Such sanctions may include referral to drug and alcohol counseling or rehabilitation programs or employee assistance programs, termination from employment with the School, and referral to appropriate law enforcement officials for prosecution.

Compliance with these requirements and prohibitions is mandatory and is a condition of employment. Board policy establishes standards of conduct for employees. (This notice complies with notice requirements imposed by the federal Drug-Free Schools and Communities Act Amendments of 1989, 20 U.S.C. 3224a and 34 CFR 86.201.)

Liability-Report of Drug Offense:

Teachers, school administrators, or school employees are not liable in civil damages for reporting to a school administrator or governmental authority a student whom the teacher suspects of using, passing, or selling on school property, marijuana or a controlled substance, a dangerous drug, an abusable glue or aerosol paint, a volatile chemical, or an alcoholic beverage.

Workplace Searches and Video Surveillance

Searches

Memphis School of Excellence (“MSE”) reserves the right to conduct searches to monitor compliance with rules concerning safety of employees, security of company and individual property, drugs and alcohol, and possession of other prohibited items. “**Prohibited items**” include, without limitation, illegal drugs; alcoholic beverages; prescription drugs or medications not used or possessed in compliance with a current valid prescription; weapons; any items of obscene, harassing, demeaning, or violent nature; and any property in the possession or control of an employee who does not have authorization from the owner of such property to possess or control the property. “**Control**” means knowing where a particular item is, having placed an item where it is currently located, or having any influence over its continued placement. In addition to MSE’s premises, MSE may search employees, their work areas, lockers, and other personal items such as bags, purses, briefcases, backpacks, lunch boxes, and other containers. In requesting a search, MSE is by no means accusing anyone of theft, some other crime, or any other variety of improper conduct.

There is no general or specific expectation of privacy in MSE’s workplace, either on school premises, or while on duty. In general, employees should assume that what they do while on duty or on MSE’s premises is not private. All employees and all of the areas listed above are subject to search at any time; if an employee uses a locker or other storage area at work, including a locking desk drawer or locking cabinet, MSE will either furnish the lock and keep a copy of the key or combination, or else allow the employee to furnish a personal lock, but the employee must give MSE a copy of the key or combination. The areas in question may be searched at any time, with or without the employee being present. As a general rule, with the exception of items relating to personal hygiene or health, no employee should ever bring anything to work or store anything at work that s/he would not be prepared to show and possibly turn over to MSE’s officials and/or law enforcement authorities.

All MSE employees are subject to this policy. However, any given search may be restricted to one or more specific individuals, depending upon the situation. Searches may be done on a random basis or based upon reasonable suspicion. “**Reasonable suspicion**” means circumstances suggesting to a reasonable person that there is a possibility that one or more individuals may be in possession of a prohibited item as defined above. Any search under this policy will be done in a manner protecting employee privacy, confidentiality, and personal dignity to the greatest extent possible. MSE will respond severely to any unauthorized release of information concerning individual employees.

No employee will ever be physically forced to submit to a search. However, an employee who refuses to submit to a search request by MSE will face disciplinary action, up to and possibly including immediate termination of employment.

Video Surveillance

In order to promote the safety of MSE’s employees, students, and visitors, as well as the security of its facilities, MSE may conduct video surveillance of any portion of its premises at any time. The only areas excepted from video surveillance are private areas of restrooms, showers, and dressing rooms. All video cameras will be positioned in appropriate places in and around MSE buildings and used to promote the safety and security of people and property.

Harassment Prohibition Policy

Because READ Foundation, d.b.a. Memphis School of Excellence believes in the dignity of each person and values working in conditions that enhance that dignity, READ Foundation, d.b.a. Memphis School of Excellence views sexual harassment and coercive sexual advances as unacceptable in the school workplace. Such behavior will not be tolerated or condoned.

Harassment

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons, including Board members, vendors, contractors, volunteers, parents or students. A substantiated charge of harassment will result in disciplinary action, up to and including termination.

Memphis School of Excellence (“MSE”) will make every effort to provide a work environment free from all forms of sexual harassment or intimidation. It is illegal under Title VII of the Civil Rights Act of 1964 and against MSE policy for any employee to make any unwelcome sexual advances, request sexual favors, engage in verbal or physical conduct of a sexual nature and/or demonstrate any sexually harassing conduct that creates an intimidating/hostile work environment for another MSE employee, volunteer, student, parent, or visitor.

Sexual harassment of students is also a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972.

This policy applies to the actions of all Administrators, co-workers, outsiders and any other persons who come in contact with MSE employees.

MSE recognizes that the question of whether a particular action, incident or general course of action is sexual harassment, or simply a socially acceptable action, is sometimes a difficult factual determination. MSE also recognizes that any and all such events will demand a prompt, complete and unbiased investigation that protects the rights of the complaining employee(s) and the alleged harasser(s).

Sexual Harassment Prohibited

MSE will not tolerate sexual harassment, nor will it tolerate reprisals against any employee who makes a sexual harassment complaint. All employees, Principals/Supervisors and others who violate this policy are subject to disciplinary action, including discharge.

- (1) Sexual harassment constitutes discrimination and is illegal under federal, state, and local laws. For purposes of this policy, sexual harassment is defined by the Equal Employment Opportunity Commission Guidelines as unwelcome verbal, visual or physical conduct, including sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example:
 - (i) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - (ii) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions; or

- (iii) Such conduct has the purpose of affecting or unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.
- (iv) Sexual harassment may include a range of subtle and not so subtle behaviors, and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to, unwanted sexual advances or request for sexual favors, sexual jokes and innuendo, verbal abuse of a sexual nature, commentary about an individual's body, sexual prowess or sexual deficiencies, leering, catcalls, touching, insulting or obscene comments or gestures, display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail); and other physical, verbal or visual conduct of a sexual nature. Sex-based harassment – that is harassment not involving sexual activity or language (example: male manager hollers only at female employees and not males) – may also constitute discrimination if it is severe or pervasive and directed at employees because of their sex.
- (i) Sexual harassment of a student constitutes discrimination and is illegal under federal, state, and local laws. For purposes of this policy, sexual harassment of a student is defined by the U. S. Department of Education Office for Civil Rights Revised Sexual Harassment Guidance as unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment of a student occurs when, for example:
 - (ii) A teacher or other employee conditions an educational decision or benefit on the student's submission to unwelcome sexual conduct.
 - (iii) A teacher or employee engages in sexually-oriented conversations for purposes of personal sexual gratification.
 - (iv) A teacher employee contacts students at home or elsewhere to solicit inappropriate social relationships.
 - (v) A teacher or other employee engages in physical contact that would reasonably be construed as sexual in nature.
 - (vi) A teacher or other employee engages in conduct that is sufficiently serious to limit or deny a student's ability to participate in or benefit from the school's program(s) based on sex.
- (2) Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her gender, race, color, religion, national origin, age, disability, pregnancy, alien or citizenship status, marital status, creed, genetic predisposition or carrier status, sexual orientation, or any other characteristic protected by law. It may also include any such conduct aimed toward an employee's relatives, friends, or associates, and that:
 - (i) Is unwelcome;
 - (ii) Has the purpose or effect of creating an intimidating, hostile, or offensive work environment;
 - (iii) Has the purpose or effect of unreasonably interfering with an individual's work performance;

- (iv) Otherwise adversely affects an individual's employment opportunities;
- (v) May adversely influence, directly or indirectly, a person's employment, promotion or employment opportunities.

Harassing conduct includes, but is not limited to epithets, slurs, stereotyping, threats, intimidation, hostile acts, denigrating jokes, and display or circulation in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

Any Principal/Supervisor who receives a complaint of sexual harassment and fails to take corrective action pursuant to this policy shall also be subject to disciplinary action, including immediate termination.

Complaint Procedures

MSE takes allegations of sexual harassment very seriously and intends to investigate all official complaints. MSE will take appropriate actions against all substantiated allegations. Employees who believe they are being sexually harassed are requested to take the following actions:

- In the event you feel you are a victim of harassment, you should contact your Administrator immediately. In the event your Administrator is the alleged harasser, you should contact the next level of management immediately.
- Any employee who is uncomfortable with face-to-face interaction may write down their complaints in a memo and submit them to the appropriate Administrator or the Title IX Coordinator.
- Campus Administrators are expected to contact the Title IX Coordinator immediately upon receiving a complaint of sexual harassment. Administrators are not to try and handle the situation alone. All complaints of harassment must be turned over to the Title IX Coordinator.
- All complaints will be handled in a timely manner. The complaint will be handled in as confidential to the extent possible. Under no circumstances will information concerning any employee's complaint be released by MSE to any third person or to anyone within MSE who is not involved in the investigation.

The purpose of this provision is to maintain impartiality and confidentiality. Both the complaining individual and the alleged harasser have equal privacy rights under the law.

Retaliation against any person who in good faith reports or complains about sexual harassment is illegal and will not be tolerated. Employees who take part in any retaliatory action will be terminated immediately. Retaliation may include, but is not limited to:

- Demotion;
- Poor performance appraisals;
- Transfers;
- Assignment of demeaning tasks; or
- Taking any kind of adverse action against a person who complains of sexual harassment.

In addition to using MSE's complaint process, an employee may file a formal complaint with the United States Equal Employment Opportunity Commission (EEOC). Additional information may be found by visiting <http://www.eeoc.gov/employees/charge.cfm>.

Conducting the Investigation

MSE recognizes all official complaints as a serious matter and will follow through with an investigation of the allegations. All complaints must be investigated. At no time will an employee who files a complaint be required or allowed to handle the problem themselves.

All investigations into sexual harassment will follow these guidelines:

- The complainant will be asked for specifics about what happened, where it happened, when it happened and why.
- Co-workers can often be questioned, as they themselves may often be victims or may have witnessed the harassment.
- The accused harasser will be questioned. S/he will be informed of who is complaining and be warned not to retaliate or to discuss the matter with the complainant. Failure to abide by this by the accused harasser will be grounds for disciplinary action, up to and including, termination.

Corrective Action

MSE will take prompt, effective action to end the any harassment and to deter future harassment.

After all the circumstances of the complaint, including responses of the alleged perpetrator and witnesses, have been documented in detail, a determination will be made as to whether or not a sexual harassment has occurred.

The complainant and other directly involved persons will be served notice of MSE's disposition in the matter.

Prompt corrective action, if warranted, will follow immediately. This may include discipline or termination of the perpetrator or the complainant in the case that a falsified complaint or contributory behavior was discovered.

Whenever any disciplinary action is taken against an accused harasser, the victim will be informed only that "corrective action was taken."

It shall be an ongoing policy of MSE that all prior complainants be contacted by authorized employees of MSE, on a periodic basis; to be certain they are currently working in an environment free from all forms of sexual harassment or intimidation.

Either the complaining employee or the alleged harasser has the right to appeal the determination of the investigation if s/he indicates so in writing, and delivers the appeal to the principal within ten calendar days of the determination.

Liability for Harassment

MSE accepts no liability for harassment of any student or employee by another employee. Any employee of MSE, whether a co-worker or Administrator, who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including termination. Any Administrator who knew about harassment and took no action to stop it or failed to report the harassment to the Title IX Coordinator may

also be subject to discipline up to and including discharge. MSE does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequences of the discharge of one's duties. Accordingly, to the extent permitted by law, MSE reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

Solicitation and Distribution

Any solicitation of employees by other employees or any person anywhere on MSE property or any distribution of literature is prohibited at all times. Trespassing, soliciting or distribution of literature by non-employees on school premises is prohibited at all times.

Confidentiality and Intellectual Property Rights

Definitions

- a) "Confidential Information" shall include but not be limited to:
 - i. information relating to MSE's financial, regulatory, personnel or operational matters,
 - ii. information relating to MSE's clients, customers, beneficiaries, suppliers, donors, employees, volunteers, sponsors or business associates and partners,
 - iii. trade secrets, know-how, inventions, discoveries, techniques, processes, methods, formulae, ideas, technical data and specifications, testing methods, research and development activities, computer programs and designs,
 - iv. contracts, product plans, sales and marketing plans, business plans and
 - v. all information not generally known outside of MSE regarding MSE and its business, regardless of whether such information is in written, oral, electronic, digital or other form and regardless of whether the information originates from MSE or its agents.
 - vi. The term "Confidential Information" does not include the following types of information:
 - 1. Information available to the public through no wrongful act of the receiving party;
 - 2. Information which has been published; or
 - 3. Information required in response to a subpoena, court order, court ruling, or by law.
- b. "Intellectual Property" shall include but not be limited to:
 - i. all inventions, discoveries, techniques, processes, methods, formulae, ideas, technical data and specifications, testing methods, teaching, curriculum and instruction methods, research and development activities, computer programs and designs (including improvements and enhancements and regardless of patentability),
 - ii. trade secrets and know-how,
 - iii. all copyrightable material that is conceived, developed, or made by me, alone or with others,
 - iv. trademarks and service marks and
 - v. all other intellectual property.
 - vi. Intellectual Property shall include any intellectual property created by me:
 - 1. in the course of employment or volunteer service with MSE or using MSE time, equipment, information or materials, and

2. within one (1) year after termination of employment or volunteer service with MSE and relating directly to work done during work with MSE.
- vii. Intellectual Property may be in any form, including but not limited to written, oral, electronic, digital or other form.

Ownership and Return of Material(s)

All materials, including but not limited to business information, files, research, records, memoranda, books, lists, computer disks, hardware, software, cell phones and other wireless devices, documents, drawings, models, apparatus, sketches, designs and any other embodiment of Confidential Information or Intellectual Property received by me during employment or volunteer service, and any tangible embodiments of such materials created by me, alone or with others, whether confidential or not, are the property of MSE.

Employee shall return to MSE all such materials, including copies thereof, in my possession or under my control upon termination of employment or of volunteer service for whatever reason or upon the request of MSE. The return of such materials shall take place within twenty-four (24) hours of notice of termination or upon request of MSE, whichever comes first. In the event of the termination of my work or service, Employee agrees to sign and deliver the "Termination Certifications".

Any materials created by staff members for use by MSE, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

Hiring and Rehiring Standards

MSE believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school Principal/Director to locate, recruit and rehire the best qualified teachers to meet the school's educational needs.

Staff evaluation and selection shall be based on; •Strong academic preparation, •Professional competence, •Intellectual rigor, •Emotional maturity, •Enthusiastic professional attitude, •Knowledge of instructional practices, •Ability to contribute to the furtherance of the school's educational goals.

Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience.

Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

MSE teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team.

The Principal/Director of the school will be responsible for evaluation of the teachers and also advertising available jobs and soliciting applications from new qualified candidates.

The Principal/Director will evaluate the teachers and screen all applicants for vacancies and make all decisions regarding hiring/rehiring.

MSE is committed to hire/rehire the individuals who are best qualified for the job without regard to race, sex, religion, age, nationality or handicap unrelated to the job.

Criminal Record

MSE shall not employ an applicant who:

is a convicted felon;

is convicted of a misdemeanor involving moral turpitude. "Moral turpitude" is an act of baseness, vileness, or depravity in the private or social duties that a person owes another member of society in general and that is contrary to the accepted rule of right and duty between persons.

is charged with a felony or misdemeanor involving moral turpitude, until there is a final disposition of the charge; or

is on probation for any offense (including deferred adjudication probation) that would otherwise restrict employment.

Persons charged with a criminal offense that was dismissed through deferred adjudication may be considered for employment except when the charge was for capital murder; murder; voluntary or involuntary manslaughter; any felony theft offense; indecency with a child; injury to a child, elderly, or disabled individual; kidnapping; aggravated kidnapping; aggravated sexual assault; aggravated assault causing serious bodily injury; sexual assault of a child; aggravated robbery; any felony where a deadly weapon was used or exhibited; any felony related to the manufacture, delivery, or possession of marijuana, a controlled substance, or a dangerous drug.

Performance Evaluation

Evaluation of an employee's job performance should be a continual process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the school. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, have a performance conference with their supervisor, and get the opportunity to respond to the evaluation.

Personnel Files

Personnel File. MSE maintains an official permanent record file for each employee.

Contents: Only that information which pertains to the professional role of the employee and is submitted by duly authorized school administrative personnel and the Board may be entered in the official record file. This file should contain the following items and other employment documents and records:

- Application for professional employment; •Employment At-Will Agreement; •Employee Information Form; •TCRS Retirement Information form; •Resume; • Signed Consent Form for Fingerprinting Records Checks; •Certificates (copies); • I-9 Immigration Form (completed after employment); •W-4 forms; •Direct Deposit form & Void Check Copy; •Copy of Disclaimer/Receipt of Staff Handbook; •Employee agreement form for Technology use; •Driver's License and SSN Copies ; •PRAXIS Test Scores; •Diploma; •College Transcript

Employment References: MSE provides references regarding former employment only if MSE receives written authorization and release from the former employee. Otherwise, MSE will only verify dates of employment, the position held, and rate of pay. Requests for references should be directed to the Principal/Director.

Pay and Compensation

Payroll: Professional and paraprofessional staff members receive their pay in twelve (12) equal monthly payments based upon the total contracted salary. All employees are required to be on automatic payroll deposit for the 2014-2015 school year. With direct deposit, an employee's pay is immediately available on the pay date. During the school year direct deposit slips are delivered to Principals.

Payments for substitute teachers, hourly and part-time staff members will cover the period from every 3rd Saturday of the current month to every 3rd Saturday of the next month. Any substitute, extra duty, hourly and overtime (for nonexempt employees) payments accrued after 3rd Saturday of the current month will be included in next month's payroll.

Automatic payroll deductions for the Tennessee Consolidated Retirement System (TCRS) and federal income tax are required for all full-time employees. Medicare tax deductions are also required for all employees. Temporary and part-time employees who are not eligible for TCRS membership must have their Social Security contributions deducted. Salary deductions are automatically made for unauthorized or unpaid leave.

Overtime: The school compensates overtime for nonexempt (hourly and paraprofessional) employees in accordance with Federal Minimum Wage and Hour Laws. Professional and administrative employees are ineligible for overtime compensation. Nonexempt employees who work in excess of 40 hours per seven day workweek are entitled to overtime compensation at a rate equal one and a half the employee's regular hourly rate of pay. At MSE's option, nonexempt employees may receive compensatory time off, rather than overtime pay, for overtime work. The employee shall be informed in advance if overtime hours will accrue compensatory time rather than pay. Employees accrue compensatory time off at a rate of one and one-half hours for each hour of employment in excess of the 40 hour in seven day work week.

Note: 7 day workweek begins 12:01am Sunday and ends at 11:59pm midnight Saturday.

The limit to accrual of compensatory time off is generally 240 hours. If an employee has a balance of more than 240 hours of overtime, the employee will be required to use compensatory time or, at MSE's option, will receive overtime pay. Employees who accrue compensatory time off are entitled to payment for unused compensatory time upon termination.

Advance approval from a supervisor is required for overtime work that will result in additional compensation. Unauthorized use of compensated overtime hours may result in disciplinary action being taken, up to and including termination. Exceptions are granted for advanced approval if the overtime is in support of unforeseeable or emergency circumstances and approval is obtained within one working day of the event.

Payment for hours worked in excess of 40 hours per seven day workweek is made at a rate equal to one and a half. If the scheduled seven day workweek is less than 40 hours, extra hours up to 40 are paid at the regular rate.

Health Insurance: Health insurance coverage is available to all employees. The School's contribution to employee insurance premiums is determined annually by the School Board. An employee may pay to add his/her spouse, children, or family at group rates.

Detailed descriptions of insurance coverage, prices, and eligibility requirements are provided to all employees in a separate booklet.

The insurance plan year is from September 1st through August 31st. New employees must complete enrollment forms within the first 30 days of employment.

Supplemental Insurance Benefits: At their own expense, employees may enroll in supplemental insurance programs for Dental, Vision, Disability, Group Life, and Accidental Death and Dismemberment. Premiums for these programs cannot be paid by payroll deduction. Employees have to arrange their payments methods and frequencies on their own (ach debit from a personal checking account, online bill pay, check etc.) Employees should contact the Principal for more information.

Employee Leave

Leaves and Absences:

Employee's accumulated personal leave days from other School Districts cannot be transferred in or out.

READ Foundation, d.b.a. Memphis School of Excellence offers employees paid and unpaid leaves of absence in times of personal need.

Employees who take an unpaid leave of absence may continue their insurance benefits at their own expense.

Health care benefits for employees on leave authorized under the Family and Medical Leave Act will be paid by the school as they were when they were working. Otherwise, the school does not make benefit contributions for employees who are not on active payroll status.

Employees must follow the school procedures to report or request any leave of absence and complete appropriate leave request form. Any employee who is absent more than two (2) consecutive days because of a personal or family illness must submit a medical certification form from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and in the case of personal illness, the employee's fitness to return to work. Medical certification shall be made by a health care provider as defined by the Family and Medical Leave Act. Upon request for family and medical leave for the employee's serious health condition or that of a spouse, parent, or child, and at 30-day intervals thereafter, the employee shall provide medical certification of the illness or disability.

Local Leave:

The school grants five (5) local leave days annually to all school employees. The school also grants (one) 1 local leave day for each quarter.

Local leave is earned at a rate of one-half a workday for each eighteen (18) workdays of employment. A day of earned local day is equivalent to an assigned workday.

Local leave is earned on an accrual basis. Leave is available for the employee's use as anticipated and unanticipated leave. If an employee leaves the school before the end of the work year, the cost of any unearned leave days taken shall be deducted from the employee's final paycheck.

There are two types of local leave anticipated and unanticipated:

Anticipated: Leave that is taken at an employee's discretion and that can be scheduled in advance is considered anticipated leave.

Unanticipated: Leave that is taken for personal and family illness, emergency, a death in the family, or active military service is considered unanticipated leave. This type of leave allows very little or no advance planning.

An employee wishing to take anticipated local leave must submit a written notice of the request (5) days in advance of the anticipated absence to his or her principal or supervisor. The reasons for which local leave may be used shall not be limited by MSE. In deciding to approve anticipated local leave, however, the

Principal/Director shall consider the effect of the employee's absence on the educational program, as well as the availability of substitutes. Anticipated local leave will be granted on a first-come first-served basis.

Anticipated local leave may not be taken for more than three consecutive days, except in extenuating circumstances as determined by the Principal.

Anticipated local leave shall not be allowed in the following circumstances except in extenuating circumstances as determined by the Principal:

The day before a school holiday.

The day after a school holiday.

Days scheduled for end-of-semester or end-of-year exams.

Days scheduled for TCAP tests.

District norm-reference testing days.

Professional or staff development days.

Parent Teacher Conferences

Leave Charts:

The following charts are used to calculate Local Leave for employees who work 100% of the day.

No. Days Employed/Worked	Days Earned (Up to max 5 days)
0-17	0.0
18-35	0.5
36-59	1.0
54-71	1.5
72-89	2.0
90-107	2.5
108-125	3.0
126-143	3.5
144-161	4.0
162-179	4.5
180+	5.0

Posting of Employee Leave:

Leave records for all personnel are posted in eight total periods using the method shown below:

Leave used by personnel working 8 periods/hours a day:

- 4 periods/hours - $\frac{1}{2}$ day
- 8 periods/hours - 1 day
- More than 4 periods/hours - $(1 \text{ day}/8) * \text{periods used}$

- Less than 4 periods/hours – (1 day/8) * periods used

Periods used is not related with scheduled classes. Teachers should report to school on time even if they do not have first periods. If a teacher does not have first 2 periods of class and arrives before 3d period, teacher will be counted as absent for the first 2 periods.

Family and Medical Leave:

Please see the attached updated FMLA policy. (Attachment A)

Jury Duty/Other Court Appearances: Employees will receive leave with pay and without loss of accumulated leave for jury duty. Employees must present documentation of the service.

Employees will be granted paid leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding. Absences for court appearances related to an employee's personal business must be taken as local leave or leave without pay (if no local leave is available). Employees may be required to submit documentation of their need for leave for court appearances.

Substitute Teacher's Pay: Substitute teachers/aides should have prior authorization and training from the Principal/Director before being used on the campus level. Substitute's paperwork must be processed by the Principal through the business office in order to be paid. Teachers are not permitted to employ a substitute without the proper authorization and going through the proper procedures. The daily Substitute rate for READ Foundation, d.b.a. Memphis School of Excellence for 2014 – 2015 School year is between \$80.00 and \$100.00.

Leaving School during School Hours

All staff members should obtain authorization from the Principal when leaving assigned school campuses during work hours. This procedure will prevent many misunderstandings, etc., as well as protect the professional employee.

Discipline and Termination

Absent a written employment contract, employment with MSE is terminable at will, meaning that the employment relationship can be terminated by either the employee or MSE at any time. The at-will nature of an individual's employment with MSE may not be modified except by a written document approved by MSE's Principal/Director. Any express or implied agreements or assurances concerning the terms, conditions, or duration of an individual's employment with MSE are not binding upon MSE unless they are in writing, approved by the Principal/Director. Nothing in this Staff Handbook is intended to modify the at-will employment status of any employees.

With the exception of substitute employees and temporary employees (one year or less), these policies apply to all employees of MSE, including certified, classified, and administrative personnel, and apply to all job-related activities of such employees.

Bases for Disciplinary Action: The following acts or omissions, among others which evidence unfitness to perform duties, by an employee in the scope of employment are prohibited and shall constitute grounds for disciplinary action:

Insubordination, including the willful refusal of an employee to perform an assignment or to comply with a directive given by the employee's supervisor.

Unprofessional job-related conduct.

Incompetence or inefficiency in the performance of duties.

Corporal punishment of students.

Improper conduct toward students and other employees.

Conduct in violation of any School policy or established expectation of performance.

Conviction of a felony related to the employee's employment, or which seriously impairs the employee's ability to perform his or her assigned duties.

Serious misconduct related to the employee's job.

Abuse of MSE's sick leave policy.

Excessive tardiness.

Excessive absenteeism.

Unexcused absences from work.

Gross negligence or gross carelessness in the performance of duties.

Use of School policy or property for personal gain.

Negligent or willful damage to School property.

Gross waste of School supplies or equipment.

Dishonesty or falsification of any information involving MSE, including grades, credits, data on forms, employee records, or any other information involving MSE.

Possession of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.

The use of or being under the influence of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.

Deliberate conduct which has the apparent purpose of exposing MSE to censure, ridicule, or reproach (this prohibition is not intended to deprive employees of any free speech rights guaranteed by the United States).

Verbal and/or physical fighting on school premises or at any school related activities.

Falsification of records or data with intent to defraud.

Sexual misconduct which deviates from the ordinary standards of morality prevalent in the area served by MSE.

Persons Authorized to Initiate and Carry Out Disciplinary Actions:

Verbal and written warnings may be issued by the School Board, Principal/Director, supervisor, administrator, or other supervisory personnel relative to employees under their jurisdiction.

Suspensions with and without pay, final warnings, probation, and dismissal may be administered only by the Principal/Director and the School Board.

Suspension With or Without Pay. An employee may be suspended with or without pay as a disciplinary technique short of termination. The length of the suspension will depend on the severity of the employee's misconduct. An employee may be suspended with or without pay for other reasons as well, such as during an investigation and prior to the finalization of a termination.

Termination of Employment

Resignation

Employees who resign from MSE should give at least two weeks' notice. The letter of resignation should be turned in to the employee's supervisor.

Resigning employees will be given their final paychecks no later than the next regularly scheduled payday if the resignation date is prior to the 3rd Saturday of the current month. Final paychecks will be given next month if the resignation date is after the 3rd Saturday of the current month. All applicable mandatory and optional, authorized deductions will be made from the employee's last paycheck. MSE reserves the right to pay the resigning employee for the notice period and accept the resignation immediately.

Dismissal of Employees

Unless otherwise provided in a written employment contract with an employee, employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the school to dismiss any employee for reasons of race, religion, sex, national origin, disability, military status, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the school process outlined in this handbook when pursuing the grievance.

Health Services

The following procedure should be followed in case of serious accidents, injuries, or sudden illness:

Accidents, Injuries, or Sudden Illness: The following procedures should be followed in case of serious accidents, injuries, or sudden illness:

Administer first aid.

Notify administrators.

If indicated, call an ambulance to transport to the emergency room of local hospital. MSE does not assume the responsibility for the payment of ambulance, hospital, or doctor's fees.

Complete an incident form.

Administering Medication to Students: Only designated employees can administer medication to students. A student who must take medicine during the school day must bring a written request from his or her parent and the medicine, in its original, properly labeled container. Contact the Principal or school nurse for information on procedures that must be followed when administering medication to students.

Lesson Plans

The lesson plan is the basic teaching tool. It is valuable to the teacher because it tells where the learners are going, how they will get there, and when they will arrive.

All teachers are expected to write lesson plans. Lesson plans shall be made available to the supervisor upon request.

Procedure:

1. Overall yearly plan: Provides an overview of the course in harmony with MSE Curriculum.
2. The daily lesson plan: A written account of what a teacher would like to have happen during a certain lesson or class period.
3. Substitute teacher plan: Lesson plans for substitute teachers should be carefully planned and written in detail. Detailed plans give the substitute teacher a feeling of confidence and security. The lesson plans should be placed on the teacher's desk in plain view.
4. Teachers should follow the lesson plan submission format requested by their administrator.
5. The degree to which a teacher needs to engage in detailed lesson planning will depend upon the teacher's knowledge of the subject matter and the familiarity with course objectives. The first year teacher must realize that as a general rule, it will be necessary to plan in considerable more detail than the teacher with more experience and training.
6. Depending on the grade level and subject matter, teachers may be required to follow curriculum designated by administration. The plan should be practical and usable, be economical in terms of teacher time, and strengthen the educational program.

Important Parts of a Lesson Plan:

1. Concept or objectives to be taught (tells the student what they will learn).
2. Time block (approximate time you expect to devote to lesson).
3. Procedure to be used (design for instruction).
4. Materials needed (student/teacher).
5. Questions (to check student understanding).
6. Independent practice (student time on task).
7. Evaluation (student understanding & application).

Grading Policy

Rubrics

It is strongly recommended that students should be informed how they will be assessed on assignments.

Recording Grades

All grades should be recorded in the school database.

Grades should be recorded no later than a week after the due date for all homework and other assignments.

Peer Grading

Peer grading is acceptable, however students should not be allowed to write or issue a grade on any assignment.

Students shall not average the grades of their peers, nor should they be allowed to view the final averages of peers.

Conduct

Conduct issues should be designated and communicated by the student's conduct grade.

At no time shall a conduct infraction be used to affect the student's academic grade.

Extra Credit

All extra credit is to be academic.

Extra credit awarded will not account for more than 5% of the reporting period.

Zero Policy

Teachers have the discretion of entering another number instead of a zero if an assignment is not turned in.

Parents/guardians should be notified about the missing assignment.

6-12 Maximum Weight of Grades

Maximum weight of grades: When calculating a nine-week average, it is strongly recommended no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category.

Parental Notification

Teachers should regularly contact parents / guardians to discuss failing students.

Tutorials

Tutorials should be offered, both to students who request assistance, and to students performing below expectations.

Extra Duties

Each campus has extra duties which must be performed in order to ensure the proper supervision of students outside the classroom. Professional and paraprofessional staff members are expected to assume and perform these responsibilities in a professional manner.

Tutorials: Each professional staff member shall assume responsibility for providing tutorial services to students in his/her classes. Students who are failing or in danger of failing shall be given priority regarding tutorial services. It is the responsibility of the staff member to notify parent(s)/guardian(s) when a student is in need of tutorial assistance. A student whose grade in a subject for a grade reporting period is lower than 70 on a scale of 100 is required to attend any tutorials.

School Activities

Staff members should attend and participate in as many school activities as possible. A teacher's presence projects support and interest to the students, the school, and the community.

Many staff members will be involved in school related organizations, clubs, etc. No activities may be scheduled by school personnel the night before TCAP.

Staff members should receive permission from Principal regarding the use of school facilities for meetings, etc.

Extracurricular Vehicle Trips: Staff members should initiate with the principal, requests for field trips and excursions. The principal, in turn, may approve or disapprove the request.

Student Attendance

Punctual and regular school attendance is expected. Excessive absenteeism and/or tardiness shall be reported by the teacher to the principal as this problem may not be recognized in the school's office. The absence shall be recorded in the teacher(s) grade book. No student should ever be excused from a class or school unless authorized by the principal or his/her designee.

A student shall not be given credit for a class if he or she has been in attendance less than 95 percent of the days the class is offered, unless an attendance committee established according to school policy gives credit because there were extenuating circumstances for the absences. The school shall establish guidelines for determining what constitutes extenuating circumstances and shall establish alternative ways for students to make up work or regain credit lost because of absences for extenuating circumstances.

Bad Weather Make-up

MSE may close because of bad weather or emergency conditions. When such conditions exist, the principals will make the official decision concerning the closing of MSE.

Employee Acceptable Use

Introduction

With the use of technology, including the Internet, Intranet, hardware and software, Memphis School of Excellence ("MSE") is expanding learning access for students, staff, and parents. With this opportunity comes the responsibility for appropriate use. The MSE Acceptable Use Policy explains and defines responsible and ethical use of educational and administrative technology for all employees. All rules embodied herein are designed to guide employees in appropriate and acceptable use of MSE technology, and are designed to protect both the employee and MSE. This policy also governs the use of MSE electronic mail accounts and employee-owned personal electronic devices, including laptops, portable and handheld computing devices, and cellular telephones.

Computers

MSE's electronic communications systems, including its network and access to the Internet, are primarily for administrative and instructional purposes. Limited personal use of the system is permitted if the use:

- 1) Does not result in any direct cost paid with State funds, or if MSE's Charter Holder is reimbursed for any direct costs involved;
- 2) Does not relate to private commercial purposes; and
- 3) Involves only incidental amounts of employee time, comparable to reasonable coffee breaks during the day.

Electronic Network Use Guidelines and Safety Policy

The operation of technology in the MSE system relies heavily on the proper conduct of users. Every MSE user has the responsibility to respect and protect the rights of every other user. MSE users are expected to act in a responsible, ethical and legal manner, in accordance with the missions and purposes of the school. MSE's computer systems are for use by authorized individuals only. Any unauthorized access to these systems is prohibited, and is subject to criminal and civil penalties. Use of any network or computing resources must be consistent with the rules appropriate to that network.

All network users are expected to use moral and ethical guidelines in making appropriate decisions regarding network use. Use of the MSE network is a privilege, not a right, and inappropriate use will result in cancellation of that privilege, disciplinary action, and/or prosecution. Prior to participation, a potential network user will receive information pertaining to the proper use of the network and sign a user agreement. MSE administrators will decide what constitutes inappropriate use of the network; their decision is final. Violations will be dealt with in accordance with the MSE Student Code of Conduct or Staff Handbook, or local, state, or federal law.

Unacceptable conduct on the MSE network includes, but is not limited to:

- Using the network for any illegal activity including, but not limited to, “hacking,” copyright infringement, obscenity, libel, slander, fraud, defamation, plagiarism, intimidation, forgery, impersonation, illegal gambling, soliciting for illegal pyramid schemes, and computer tampering.
- Transmitting material in violation of any federal, state, or local law or MSE policy.
- Using MSE technology for financial or commercial or personal gain.
- Degrading or disrupting equipment or system performance.
- Vandalizing hardware.
- Viewing, copying, altering, or destroying data, software, documentation, or data communications belonging to MSE or another individual without authorized permission.
- Unauthorized use of MSE resources, including hardware (*i.e.*, digital camera, projector, etc.) and printers for reasons other than job-related duties or MSE business.
- Adding personal computers, printers, and software to the MSE network.
- Gaining unauthorized access to resources or entities.
- Invading the privacy of individuals.
- Using another individual’s user-name and password.
- Disclosing a system password to another employee or student, or attempting to disclose another employee’s or student’s password.
- Placing of unlawful information on a system.
- Using the MSE network for political lobbying.
- Intentionally accessing pornographic, inappropriate, or unauthorized material either directly or in proxy.
- Intentionally bypassing MSE network systems and/or policies.
- Intentionally transmitting viruses, or making changes that may result in the loss of an individual’s work or access to the MSE network.
- Chain letters of any type that would cause congestion of the MSE network, or otherwise interfere with the work of others.
- Installing software onto computers without appropriate approval.
- Paying access fees or committing MSE financial resources without formal authorization.

Security – Security is a high priority due to the number of users. Computer security cannot be made perfect, and it is likely that a determined user could access computer resources for inappropriate purposes, or that an inquisitive user could encounter unacceptable material. Identified security problems should be reported to a system administrator or appropriate supervisor immediately and not shared with other users. Attempts to log on as another user may result in cancellation of user privileges. Any user identified as a security risk will be denied access to the system.

Vandalism – Vandalism is defined as any deliberate attempt to harm or destroy data or property of MSE or another network user, the Internet/Intranet, or other networks. This includes the creation of or uploading of computer viruses to the Internet/Intranet or host site and destruction of hardware. Vandalism will result in cancellation of user privileges.

Online Harassment – Online harassment is defined as using the name or persona of another individual to create a web page on or to post one or more messages on a commercial networking site without obtaining the other individual's consent with the intent to harm, defraud, intimidate, or threaten any person. Online harassment also includes sending an electronic mail, instant message, text message, or similar communication that references a name, domain address, phone number, or other item of identifying information belonging to any individual without obtaining the individual's consent with the intent to harm or defraud any person and to cause the recipient of the communication to reasonably believe that the other individual authorized or transmitted the intention.

Cyber-Bullying – Cyber-bullying is defined as a situation where a child, preteen, or teen is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another individual using the Internet, interactive and digital technologies, or mobile phones. Users of the MSE network are expected to refrain from such conduct.

Installing Software – Use of computer software is governed by copyright laws and network configurations. Care must be taken to avoid copyright violations and disruptions of the network related to incompatible or corrupted software; therefore, installation of any program or application onto any computer with access to the MSE electronic network must be approved by the principal or designee.

Monitoring – All computers are the property of MSE and are subject to searches or removal at any time. There is no privacy on the MSE network. MSE will monitor any e-mail, network, and Internet activity occurring on MSE equipment or accounts. Anyone using the MSE network expressly consents to such monitoring. MSE currently employs filtering software to limit access to sites on the Internet. If MSE discovers activities which do not comply with applicable law or school policy, prosecution and/or termination of user privileges will occur without warning.

E-Mail Retention – Employees are required by law to retain certain e-mails, including communications referring to students made to parents, administrators, or law enforcement officials. Employees are responsible for archiving such communications.

Internet Safety – It shall be the responsibility of all MSE staff to educate, supervise, and monitor appropriate usage of the MSE network, and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Use of the Internet and other telecommunication activities must be in support of education and research that is consistent with the educational goals, objectives, and policies of MSE.

In the classroom, student access to and use of the Internet will be under teacher direction and will be monitored as any other classroom activity. However, it is impossible to control all materials on a global network and users may encounter inappropriate or objectionable information. Even with filtering, MSE cannot prevent the possibility that some users may access material that is not consistent with the educational mission, goals, and policies of the school.

Each MSE computer with Internet access shall have a filtering device or software that blocks access to visual depictions that are obscene, child pornography, inappropriate for students, or to any material deemed

harmful to minors as defined by the Children's Internet Protection Act, and as determined by the principal or designee.

The MSE Electronic Mail System

Electronic mail is a critical mechanism for communications at MSE. However, use of MSE's network, Internet, and electronic mails systems and services are a privilege, not a right, and therefore must be used with respect and in accordance with the goals of MSE.

The objectives of this policy are to outline appropriate and inappropriate use of MSE's electronic mail systems and services in order to minimize disruptions to services and activities, as well as to comply with applicable policies and laws.

Electronic mail access at MSE is controlled through individual accounts and passwords. Each user of the MSE electronic mail system is required to read and sign a copy of the Acceptable Use Policy prior to receiving an electronic mail account and password. Employees are responsible for protecting the confidentiality of their account and password information.

Electronic mail access will be terminated when the employee or third party terminates their association with MSE, unless other arrangements are made. MSE is under no obligation to store or forward the contents of an individual's electronic mail inbox/outbox after the term of his/her employment has ceased.

Important official communications are often delivered *via* electronic mail. As a result, MSE employees with electronic mail accounts are expected to check their accounts in a consistent and timely manner so that they are aware of important announcements and updates, as well as for fulfilling business and role-oriented tasks. Employees are responsible for mailbox management, including organization and cleaning. Employees are also expected to comply with normal standards of professional and personal courtesy and conduct. MSE's electronic mail systems and services are not to be used for purposes that could be reasonably expected to cause excessive strain on systems. Individual use must not interfere with others' use and enjoyment of MSE's electronic mail system and services. Employees will comply with all applicable laws, MSE policies, and MSE contracts.

The following activities are deemed inappropriate uses of MSE's electronic mail systems and are prohibited:

- Use of electronic mail for illegal or unlawful purposes, including copyright infringement, obscenity, libel, slander, fraud, defamation, plagiarism, harassment, intimidation, forgery, impersonation, soliciting for illegal pyramid schemes, and computer tampering (e.g., spreading of computer viruses).
- Use of electronic mail in any way that violates MSE policies, rules, or administrative orders.
- Viewing, copying, altering, or deletion of electronic mail accounts or files belonging to MSE or another individual without authorized permission.
- Sending of unreasonably large electronic mail attachments.
- Opening electronic mail attachments from unknown or unsigned sources. Attachments are the primary source of computer viruses and should be treated with utmost caution.
- Sharing electronic mail account passwords with another person, or attempting to obtain another person's password. Accounts are to be used only by the registered user.
- Excessive personal use of MSE electronic mail resources. MSE allows limited personal use for communication with family and friends, independent learning, and public services so long as it does not interfere with staff productivity, preempt any business activity, or consume more than a trivial amount of resources. MSE prohibits personal use of its electronic mail systems and services for unsolicited mass mailings, non-MSE commercial activity, political campaigning, dissemination of chain letters, and use by non-employees.

Usage of Personal Electronic Devices

Employees are restricted in their usage of employee-owned personal electronic devices on MSE property and at MSE-sponsored events. Personal electronic devices include but are not limited to employee-owned desktop, laptop, tablet, and handheld computing devices (whether wired or wireless), USB drives, and cellular telephones.

The following activities are regulated by the Acceptable Use Policy:

- Employees are prohibited from using a camera phone (a cellular phone including a camera capable of capturing and transmitting still or full motion images) in any way that violates MSE policies, including illicit and illegal use.
- Employees may not use personal electronic devices or media including but not limited to CD/DVD burners and USB drives to illegally duplicate and/or distribute copyrighted materials.
- Employees may not load a bootable, alternate operating system on any MSE-owned computer from any employee-owned source or media.
- Employees are prohibited from using any portable wired, USB IP-telephone devices or wireless Wi-Fi IP telephone devices (such as Vonage, V-phone, or MagicJack) that can make or place calls to or from a private phone number on MSE networks at any time.
- Employees may not acquire, through wired or wireless connection, MSE-provided network or Internet access from any employee-owned computing device without the prior permission of principal.

Disclaimer

MSE shall not be liable for any employee's inappropriate use of electronic communication resources, violations of copyright restrictions, user mistakes or negligence, or costs incurred by users. MSE shall not be responsible for ensuring the accuracy or usability of any information found on the Internet/World-Wide Web.

Electronic mail transmissions, faxes, and program or data files sent, received, created, or accessed by employees are not considered confidential and may be monitored at any time by designated staff to ensure appropriate use of educational and administrative technology.

MSE reserves the right to restrict or terminate Internet, network, or computer access at any time for any reason. MSE also reserves the right to monitor Internet, network, and computer activity in any way necessary to maintain the integrity and security of the network and the privacy and accuracy of user information.

Consequences for Violations of the Employee Acceptable Use Policy

Violations of this policy will be treated like other allegations of wrongdoing at MSE. The use or installation of any software or device onto any computer or network for the purpose of controlling, collecting logins, or accessing any data or systems without written permission will result in disciplinary action. Allegations of misconduct will be adjudicated according to established procedures. Sanctions for violations of this policy may include, but are not limited to, one or more of the following:

- Temporary or permanent revocation of access to some or all computing and networking resources and facilities.
- Disciplinary action, up to and including termination.
- Legal action according to applicable laws and contractual agreements.

Building Use

The campus principal is responsible for scheduling the use of facilities after school hours. Contact the principal to request to use school facilities and to obtain information on the fees charged.

Technology Use and Data Management

Computers

Memphis School of Excellence (“MSE”)’s electronic communications systems, including its network and access to the Internet, are primarily for administrative and instructional purposes. Limited personal use of the system is permitted if the use:

- 1) Does not result in any direct cost paid with State funds, or if MSE’s Charter Holder is reimbursed for any direct costs involved;
- 2) Does not relate to private commercial purposes; and
- 3) Involves only incidental amounts of employee time, comparable to reasonable coffee breaks during the day.

Some employees are given access to the Internet to assist them in the performance of their jobs. Employees may only access the Internet through MSE’s approved Internet firewall.

All MSE computer resources are school property, and any information located in or on computers and e-mail/voice mail systems is also school property and will be subject to inspection by MSE.

E-Mail and Voice Mail Systems

All messages sent, received, composed and/or stored on these systems are the property of MSE. E-mail transmissions and other use of MSE’s electronic communications systems are not confidential and can be monitored at any time to ensure appropriate use.

Confidentiality

Employees shall not use a password, access a file, or retrieve any stored information unless authorized to do so. Employees may not attempt to gain access to another employee’s files/messages.

Privacy

All files and messages on MSE computers are the property of MSE. They are not the property of any employee, even if created by an employee. Anything created on the computer or Internet may, and likely will be reviewed by others. If necessary, employees shall take steps to help protect the security of documents. MSE has the right, but not the duty, to monitor any and all aspects of its computer system, including, but not limited to, monitoring sites employees visit on the Internet. Employees have no expectation of privacy in anything they create, store, send, or receive on their workplace computer, the MSE network, or Internet resources.

Restrictions

- 1) Employees are not allowed to use MSE computer resources for any reason other than official School business.

- 2) Employees may not use e-mail or the Internet to send or receive materials, proprietary financial information, or other similar materials that violate copyright law.
- 3) The e-mail system may not be used to create any offensive or disruptive messages. Among those which are considered offensive are any messages that contain sexual implications, racial or gender-specific slurs, or any other comment that offensively addresses an individual's age, sexual orientation, religious or political beliefs, national origin, disability, or anything that could be construed as harassment or disparaging of others.
- 4) Employees should refrain from sending non-business related e-mails to other MSE employees or persons outside MSE.
- 5) MSE is responsible for maintaining records of software licensing agreements for the School. In order to ensure compliance with copyright laws and software licensing agreements, and help prevent computer viruses from being transmitted through the system, employees are not permitted to install or download any software or content, such as music, videos, or non-work related "zipped" files onto the MSE computer system without prior approval from the Information Systems Director.
- 6) Unauthorized duplication of software, often referred to as "piracy," is a federal crime. Employees are not permitted to make, acquire, or use unauthorized copies of computer software.

Employees who are authorized to use MSE's electronic communications systems are required to abide by the provisions of this policy and any related administrative procedures. Failure to do so can result in suspension or termination of privileges, and may lead to disciplinary action, up to and including termination of employment. Employees should notify their immediate supervisor(s) or the Information Systems Department upon learning of violations of this policy.

Internet Safety

It is the policy of Memphis School of Excellence ("MSE") to: (a) prevent user access over its computer network to, or transmission of, inappropriate material *via* Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act ("CIPA"). It is the goal of this policy not only to prevent and protect, but to educate employees, students, parents and the community of MSE in Internet safety. The CIPA guidelines for an Internet Safety Policy have also been incorporated by MSE into its Acceptable Use Agreement.

The Children's Internet Protection Act, enacted December 21, 2000, requires recipients of federal technology funds to comply with certain Internet filtering and policy requirements. Schools and libraries receiving funds for Internet access and/or internal connection services must also meet the Internet safety policies of the Neighborhood Children's Internet protection Act ("NCIPA") that addresses the broader issues of electronic messaging, disclosure of personal information of minors, and unlawful online activities. The Protecting Children in the 21st Century Act, enacted October 10, 2008, adds an additional Internet Safety Policy requirement covering the education of minors about appropriate online behavior.

This policy is intended to be read together with MSE's Acceptable Use Policies for Technology and the internet. All limitations and penalties set forth in the Acceptable Use Policies are deemed to be incorporated into this policy. Terms used in this policy which also appear in CIPA have the meanings defined in CIPA.

Compliance with the Requirements of CIPA

Technology Protection Measures- A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, involve child pornography, or are harmful to minors. MSE utilizes a sophisticated content filtering system that is compliant with CIPA and NCIPA on all computers that access the Internet.

Access to Inappropriate Material- To the extent practical, Technology Protection Measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communication, access to inappropriate information. Specifically, as required by CIPA, blocking shall be applied to visual and textual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to administrative approval, technology protection measures may be disabled or, in the case of minors, minimized only for *bona fide* research or other lawful purposes.

Any attempt to bypass, defeat, or circumvent the Technology Prevention Measures is punishable as a violating of this policy and of the Acceptable Use Policies.

Inappropriate Network Usage- To the extent practical, steps shall be taken to promote the safety and security of users of MSE’s online computer network when using electronic mail, chat rooms, blogging, instant messaging, online discussions and other forms of direct electronic communications. Without limiting the foregoing, access to such means of communication is strictly limited by the Acceptable Use Policies.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called “hacking” and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring- It shall be the responsibility of all professional employees (pedagogical and administrative staff) to supervise and monitor usage of MSE’s computers, computer network and access to the Internet in accordance with this policy, the Acceptable Use Policies, and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the principal or designated representative.

Education- MSE will advocate and education employees, students, parents and the MSE community on Internet safety and “cyber-bullying.” Education will be provided through such means as professional development training and materials to employees, PTO presentations, and the MSE website.

Cyber-Bullying- The Acceptable Use Policies include provisions intended to prohibit and establish penalties for inappropriate and oppressive conduct, including cyber-bullying.

MSE is a place of tolerance and good manners. Students may not use the network or any MSE computer facilities for hate mail, defamatory statements, statements intended to injure or humiliate others by disclosure of personal information (whether true or false), personal attacks on others, and statements expressing animus towards any person or group by reason of race, color, religion, national origin, gender, sexual orientation or disability.

Network users may not use vulgar, derogatory, or obscene language. Network users also may not post inappropriate anonymous messages or forge e-mail or other messages.

Furthermore, MSE computers and network facilities may not be used for any activity, or to transmit any material, that violates United States, State of Tennessee, or local laws. This includes, but is not limited to, any threat or act of intimidation or harassment against another person.

Cellular and Wireless Telephone Acceptable Use

Access to cellular and/or wireless telephone equipment and accounts is made available exclusively for instructional and administrative purposes in accordance with Memphis School of Excellence ("MSE") guidelines and regulations. Access to this equipment is a privilege, not a right, and can be revoked at any time.

This policy explains and defines responsible and ethical use of MSE-supplied telephone equipment and accounts. All rules embodied herein are designed to guide employees in appropriate and acceptable use of this technology, and are designed to protect both the employee and MSE.

Employee is responsible for carrying the phone **at all times during duty hours**, for properly charging and maintaining the phone, and for returning the phone and any/all attachments to his/her supervisor at the time of termination of his/her employment.

Employee is responsible for initializing and maintaining his/her cellular voicemail account; MSE is not responsible for designating or changing his/her voicemail password.

Employee will be provided with documentation regarding his/her particular cellular phone usage plan. His/her cellular plan provides a fixed number of airtime minutes, varying from plan to plan, which may be used without incurring any additional usage fees. His/her plan may also include free night and weekend calls, free long distance, and/or free direct-connect radio airtime. Employee must review his/her plan with his/her supervisor, and acknowledge understanding of end agreement to this plan in writing in this document.

Employee may use his/her phone for both MSE business and essential personal calls. However, if Employee exceed his/her standard plan airtime minutes, Employee will be responsible for reimbursing MSE for his/her personal call minutes and personal directory assistance calls up to the amount of his/her overage.

Each month employee's supervisor will provide Employee a copy of the usage and fee summary for his/her telephone. Any discrepancies on his/her usage summary, such as incorrect number of airtime minutes or charges for calls Employee did not place, must be brought to the attention of his/her supervisor immediately. Employee is to review this summary, highlight his/her personal calls, and return the summary to his/her supervisor. During each month that you exceed his/her plan minutes and have made personal calls, Employee must attach a check made payable to school to his/her usage summary before returning the summary to his/her supervisor. Payment for excess personal calls must be submitted within five (5) business days from the time you are presented his/her monthly usage summary by his/her supervisor.

If Employee exceed his/her plan minutes due to excessive business use or excessive business directory assistance calls, Employee must attach a written justification for the excess usage to his/her phone statement before returning his/her usage summary to his/her supervisor.

MSE prohibits using a school-provided cellular or wireless telephone to engage in the following conduct:

- 1) Using the cellular and/or wireless telephone equipment for illegal, inappropriate, subversive or obscene purposes or activities. Illegal activities shall be defined as activities violating local, state, and/or federal laws, including use of the phone to make "crank" calls, place false emergency calls, make terroristic threats, commit forgery or fraud, or assist in the commission of a felony. Inappropriate use shall be defined as a violation of the intended educational or administrative use of the phone. Subversive activities shall be defined as activities undermining the security of local, state or national governments, or activities intended to cause mental anguish, bodily injury or death to any citizen or group of citizens. Obscene activities shall be defined as a violation of generally-accepted social standards for use of a publicly-owned and operated communications vehicle, including

obscene phone calls and/or possession or transmission of any form of pornographic or erotic material, in either audible or digital formats.

- 2) Using the telephone and/or any attached equipment for any illicit activity, including violation of copyrights, patents, institutional or third-party copyrights, license agreements, or other contracts. Illicit activities also include transmitting or accessing information designed to aide or abet an individual or group in violating the law, including all forms of access to gang-related or organized-crime related web sites and bulletin boards if his/her telephone is Internet-enabled.
- 3) Using the telephone and/or any attached equipment to obtain and/or distribute illegally duplicated and distributed digital music, video, and/or software from copyrighted sources if Employee phone is Internet-enabled. This expressly prohibits accessing websites and web-rings designed to disseminate non-public domain content and entertainment including, but not limited to, MP3 audio files, movies, and executable software code.
- 4) Intentionally disrupting telephone or network traffic, deliberately “crashing” any network or connected system, or maliciously tampering with communications devices.
- 5) Damaging or destroying telephone equipment or deliberately degrading system performance, including deliberate infection of phones, computers, or servers with viruses.
- 6) Disclosing a voicemail password to another employee or student, or attempting to disclose or discover another employee’s voicemail password.
- 7) Attempting to copy MSE-owned software for personal gain, attempting to install privately-owned software onto a telephone or the network, or transmitting without authorization any software *via* electronic mail or the Internet on an Internet-enabled phone.
- 8) Using the MSE telephone or network resources for commercial or financial gain.
- 9) Stealing or vandalizing data, equipment, or intellectual property.
- 10) Gaining or attempting to gain unauthorized access to internal and external resources or entities, including “hacking” into external networks, web-sites, or bulletin boards *via* Internet-enabled phones.
- 11) Forging or altering electronic or voicemail messages, or using an account or password owned by another user.
- 12) Invading or assisting others in invading the privacy of an individual or group.
- 13) Using the telephone to eavesdrop, record, wiretap or otherwise illegitimately and inappropriately monitor the audible conversations or data streams of other users.
- 14) Possessing or conveying any data in any form, audible or digital, which might be considered a violation of these rules.

Consequences for Violations

Violations of this policy will be treated like other allegations of wrongdoing at MSE. Allegations of misconduct will be adjudicated according to established procedures. Sanctions for violations of this policy may include, but are not limited to, one or more of the following:

- Temporary or permanent revocation of access to some or all cellular or wireless telephone resources.
- Disciplinary action, up to and including termination.
- Legal action according to applicable laws and contractual agreements.

Copyrighted Materials

Employees are expected to comply with the provisions of copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos,

computer data, web material, and programs, etc.). Rented videotapes are to be used in the classroom for educational purposes only. Duplication or back-ups of computer programs and data must be made within the provisions of the purchase agreement.

Employee Arrests and Convictions

An employee who is arrested for any felony or any offense involving moral turpitude must report the arrest to the principal or immediate supervisor within three calendar days of the arrest. An employee who is convicted of or receives deferred adjudication for such an offense must also report that event to the principal or immediate supervisor within three days of the event. Moral turpitude includes, but is not limited to, the following:

Dishonesty

Fraud

Deceit

Theft

Misrepresentation

Deliberate violence

Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor

Drug- or alcohol-related offenses

Dietary Supplements

Employees may not sell, market, or distribute a dietary supplement that contains performance-enhancing compounds to students. In addition, it also prohibits school employees from endorsing or suggesting the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Emergencies

All employees should be familiar with the evacuation diagrams posted in their work areas. Fire, tornado, and other emergency drills will be conducted to familiarize employees and students with evacuation procedures. Fire extinguishers are located throughout the school building. Employees should know the location of the extinguishers nearest their place of work and how to use them.

Family Educational Rights and Privacy Acts (FERPA)

The Family Educational Rights and Privacy Acts, 20 U.S.C. § 1232g (FERPA) is the federal law that sets forth basic privacy requirements for personally identifiable information contained in educational records maintained by schools. Only school employees with an 'educational need to know' are allowed to access an individual student's records; disclosing such information to persons other than the parent(s) or another school employee with a legitimate education interest is a violation of this act.

Instructional Supplies

Staff members should initiate requests for supplies through the Principal's office. The school will assume no fiscal responsibility for merchandise or services purchased without a purchase order issued through proper channels.

Name and Address Change

It is important that employment records be kept up-to-date. Employees should notify the Principal/Director if there are any changes or corrections to their name, home address, home telephone number, marital status, emergency contact, or beneficiary. Forms to process a change in personal information can be obtained from the Principal/Director.

Outside Employment and Tutoring

Employees who wish to accept outside employment or engage in other activities for profit must submit a written request to the Principal. Approval for outside employment will be determined by the Principal based on whether outside employment interferes with the duties of the regular assignment. Teachers are not allowed to privately tutor students of the campus for pay, except during the summer months and not on school property.

Parent/Guardian Communications

Instructional and administrative staff members are expected to notify a parent or guardian when, in his/her opinion, the student is performing or beginning to perform failing academic work or the student is displaying or beginning to display improper school conduct (poor attitude or classroom behavior, poor attendance, excessive tardiness, etc.) which could possibly lead to academic failure and/or serious disciplinary actions.

It is recommended that when communicating with parents/guardians, teachers avoid sending information about grades, descriptions of discipline issues, or any other sensitive matters via e-mail. The teacher may send a request for a phone conference or meeting via e-mail, with a brief and appropriate description of the issue.

Parent and Student Complaints

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, parents are encouraged to discuss problems or complaints with the teachers or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved should be directed to the campus principal. Once all administrative complaint procedures are exhausted, parents and students can bring complaints to the School Board.

Upon hearing of parent and student complaints, teachers should notify administration. Unless given specific instruction by administration, a teacher shall not issue written communication to resolve a dispute. In all cases, any such written communication should be approved by administration.

Possession of Firearms and Weapons

Employees, visitors, and students are prohibited from bringing firearms, illegal knives, or other weapons onto school premises or any grounds or buildings where a school-sponsored activity takes place. For the safety of all persons, employees who observe or suspect a violation of the school's weapons policy should report it to their supervisors immediately.

Professional Staff Accountability

Teachers

Each teacher is a professional educator and is responsible for the classroom instruction using the established curriculum, time allotments, and educational resources and, therefore, for the learning of each student in the class. It is expected that each teacher will fully utilize all instructional resources, including time, and that students will receive professional supervision when in the charge of the teacher. Each teacher may receive unscheduled walk-throughs during the school year by campus administrators.

Principals/Assistant Principals

The principal and assistant principal are professional educators and are responsible for teachers carrying out classroom instruction using the established curriculum, time allotments, and educational resources and, therefore, for the learning of each student. It is expected that each administrator see that all instructional resources, including time, are fully utilized, and that students will receive professionally adequate or acceptable supervision when in the charge of the teacher and while at school (breakfast, lunch, before/after school).

Other Professional Staff

Other professional staff includes the director of technology, director of special programs, youth officer, librarians, counselors, and nurses. Their responsibilities shall include planning, implementing, and evaluating respective assigned programs; complying with all school routines and regulations; communicating effectively with colleagues, students, and parents; and compiling, maintaining, and filing all reports, records, and other required documents.

Director of Curriculum & Instruction

The curriculum and instruction director is a professional educator and is responsible for evaluating and providing leadership for the overall instructional program of the school, which includes curriculum and staff development. Responsibilities include planning, implementing, and evaluating instructional programs with teachers and principals, including learning objectives, instructional strategies, improving the public relations program as it relates to personnel and instructional services, assessment techniques; and facilitating the effective use of computers and other technology in instruction programs school-wide.

Director of Finance & Operations

The director of finance and operations is a professional and shall be of administrative assistance to the Principal and shall assume responsibility for the operations of the school in the absence of the Principal. Responsibilities shall include implementing organizational and management plans, improving the public relations program as it relates to finances, assisting other administrators, providing direction and plans for maintenance and repair of school facilities and equipment, purchasing of supplies and equipment, preparing bid specifications, assisting with preparation of campus and school budgets, providing direction for the business affairs, maintaining all insurance policies, assisting in complying with all state and federal mandates, and using effective management practices.

Director of Special Programs

The director of special programs is a professional educator and is responsible for evaluating and providing leadership for the overall special programs of the school, which includes, Title I, Gifted and Talented, Special Education, Vocational Education, English as a Second Language, Dyslexia, Migrant, and Section 504 Programs. Responsibilities include planning, implementing, and evaluating special programs with teachers and principals, including learning objectives, improving the public relations program as it relates to personnel

and special programs services, assessment techniques, and facilitating the effective use of computers and other technology in special programs school-wide.

Director of Technology

The director of technology is professionally trained, licensed, and certified in the field of technology, and is responsible for providing leadership and evaluation for the overall technology program for the school. Responsibilities include planning, implementing, and evaluating technology applications with teachers and principals, including learning objectives, assessment techniques, and facilitating the effective use of computers and other technology in technology programs school-wide.

Purchasing and Reimbursements

Purchasing Procedures: All requests for purchases must be submitted to the business office on an official school purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the school can be made without a PO number. The school will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the school's business office. Contact the business office for additional information on purchasing procedures.

Reimbursement for Purchases, Travel, Expenses, etc.: MSE will honor reimbursement requests only if the expenditure has had prior approval and requested according to established procedures. All requests of this nature must have original receipts attached. Staff members should consult with the Principal regarding matters of this nature in order to prevent misunderstandings, assumptions, etc. Before any travel expenses are incurred by an employee, the employee's supervisor must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule authorized by the School Board and the Internal Revenue Service. Employees must submit original receipts to be reimbursed for expenses other than mileage.

Staff Development

Staff development activities are organized to meet the needs of employees. Staff development is predominantly campus-based, related to achieving campus performance objectives, and addressed in the campus improvement plan, which is approved by a campus-level advisory committee.

Professional personnel leave, for reasons other than personal/family illness or death in the immediate family, may be granted permission to be absent from work only by the Principal or designee. A letter requesting prior approval and stating the reasons for the absence should be given to the campus principal and forwarded to the Principal or Director of Curriculum/Instruction (see "Leaves and Absences"). Principals and administrators are responsible for ensuring that their assigned professional personnel are on duty during workdays and are in attendance at staff development activities.

Student Discipline

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management procedures that have been adopted by the school. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Teachers must file a written report with the Principal or another appropriate administrator when they have knowledge that a student has violated the Student Code of Conduct.

Discipline should be handled by the professional staff members to the extent possible. The staff member should confer with the student, principal, and parents in all unusual problems. Cooperation and understanding between the parents and the school can often eliminate problems before they develop into unpleasant situations.

Substitute Teachers (Responsibilities of the Regular Classroom Teacher)

1. Upon arrival the substitute will be furnished the following materials in the Substitute Teacher's Folder:
 - a. Daily plans made out in sufficient detail
 - b. Weekly and daily time schedule of classes
 - c. List of pupils' names and seating chart
 - d. Grouping chart
 - e. List of supervisory responsibilities such as days on duty at noon, recess, etc.
 - f. Fire drill and other emergency procedures
 - g. Important or unusual information about any child (physical problems, daily medications, etc.)
 - h. Name(s) of student helper(s) for each class
 - i. Classroom rules and consequences
 - j. Emergency lesson plans are available in the office and classroom; see campus administrator
2. Have on desk copies of textbooks, manuals, and workbooks being used.
3. Three emergency lesson plans are to be filed in the office by the fourth week after school starts.

Textbook Responsibilities

Professional staff members are responsible for the control and use of textbooks by students, including control of classroom sets. Textbooks should be checked regularly for covers, damages, etc. Please notify the principal when a student loses or damages a book. It is the student's responsibility to pay for the lost/damaged book. Do not issue another textbook without authorization from the principal's office.

Tobacco Use

Smoking or using tobacco products is prohibited by law on all School-owned property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities.

Workload and Work Schedules

Professional employees: Professional and administrative employees are exempt from overtime pay and are employed according to the work schedules set by MSE. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules, including required days of service and scheduled holidays, will be distributed each school year.

Paraprofessional and hourly employees: Support employees are employed at will and will be notified of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and hourly employees are not exempt from overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor.

Work Hours

Professional and paraprofessional staff members generally shall adhere to the following work hour schedules:

Administrators	7:30 a.m. – 5:00 p.m.
Teachers	7:30 a.m. – 4:00 p.m.

Please note that these hours are not exclusive, but are simply the hours that an employee is expected to be at work. Employees subject to overtime are required to clock out at lunch and back in when they resume work in the afternoon.

Visitors in the Workplace

All visitors are expected to enter any school facility through the main entrance and sign in or report to the building's front/main office. As part of the policy of the school to maintain a safe environment for students, faculty, administrators and the general public, the following criteria are hereby established:

1. All persons must report to the school office to make their presence known and obtain a pass to be in the school. Authorized visitors will receive directions or be escorted to their destination.
2. Employees who observe an unauthorized individual on the school premises should immediately direct him or her to the front/main office or contact the administrator in charge.
3. All persons entering the school property, building or offices must act in a nonthreatening manner. Disruptive or threatening behavior will be considered a threat to the safety of school students and staff as set forth in point 5 below.
4. Any meetings with school staff, teachers or students must be scheduled and approved by the school director except in the case of emergency, in which case the school office must be contacted in order to make arrangements to handle the emergency.
5. Actions such as shouting or confrontation of students, administrators, employees or other persons on or in the school property are not allowed, since they represent a possible threat to safety.
 - a. Actions of this type will result in a request for that person to leave the school property.
 - b. In the case of repeated incidents of this nature, such persons may not return to the school property.
 - c. In the case of extreme and/or continued disturbances, the local legal authorities may be called and such person may be charged with disorderly conduct.

Read Foundation
dba “Memphis School of Excellence”
Board of Education
Retention Bonus for Teachers

I. PURPOSE

MSE would like to continue to work with effective teachers and provide bonuses for their outstanding performance.

II. SCOPE

Starting 2015-2016 school year, MSE will pay extra \$500 yearly to the base salary of all certified employees.

Additional Bonus policy applies to the following state tested critical subjects.

- Mathematics
- Science
- English

III. POLICY STATEMENT

Teachers will receive additional amount to their salaries as a bonus for their composite TVAAS scores.

Teachers who received a composite score of 4 will receive additional \$1000 added to their annual salary.

Teachers who received a composite score of 5 will receive additional \$2000 added to their annual salary.

A. ELIGIBILITY

Teacher should be assigned to the same subject for the following school year.

Teacher should have served 126 days or more in previous school year at MSE.

Teacher should receive a TVAAS score from the tested subject. Field tests are not in this category.

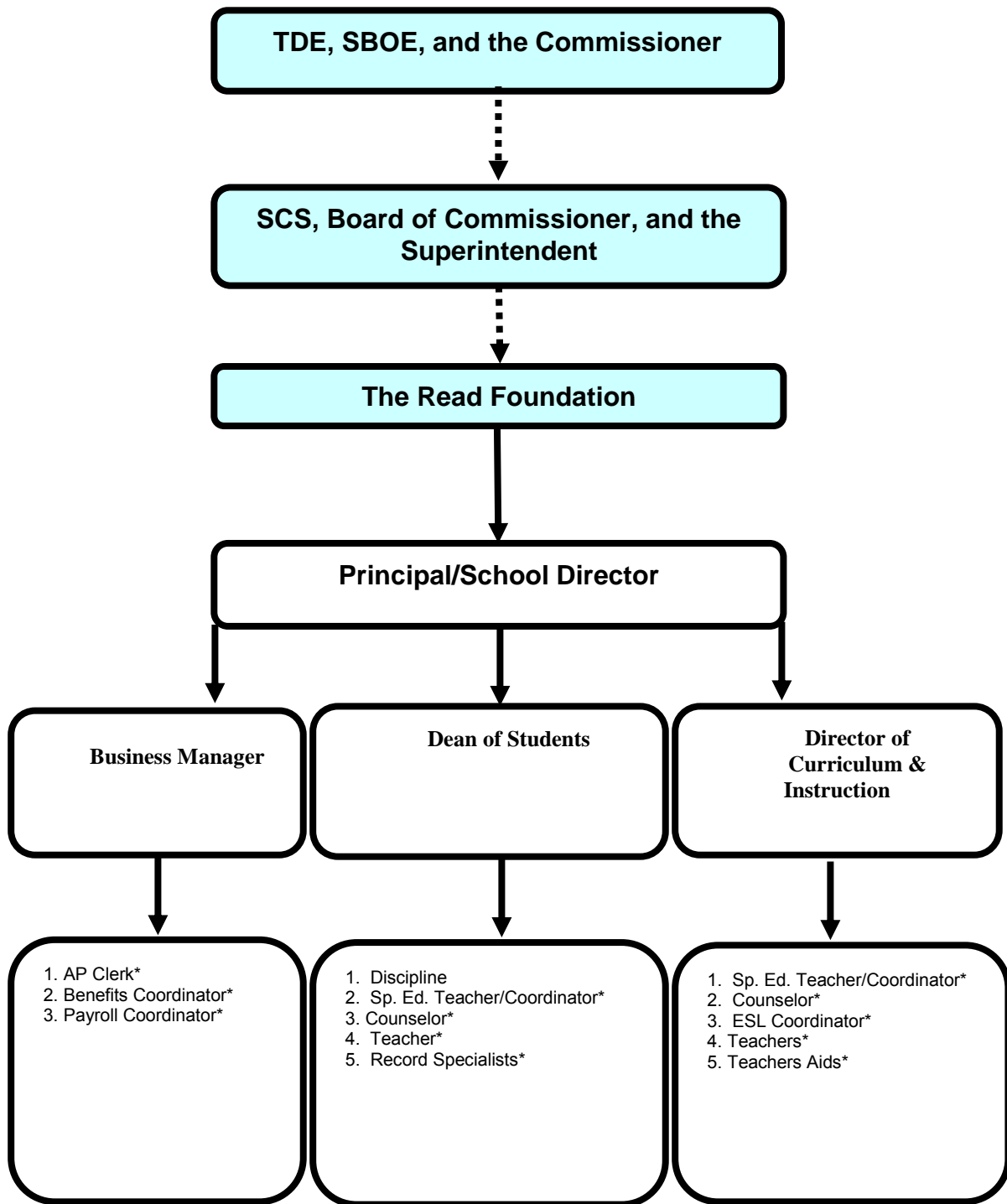
B. RESTRICTIONS

Director/Principal may not honor retention bonus with or without reason.

Attachment 10:

School Organizational Chart

The following flow chart shows the organizational structure and line of authority of each campus. Each arrow points to the flow of leadership of each position from top-to-bottom. A dotted line shows mutual communications rather than a line of authority between the management company and the campus principal. Within this line of authority, teachers, aids, coordinators, nurse etc. report to assistant principals. Payroll and benefit coordinators report to the business manager. Assistant principals and the business manager report to the principal. The principal gathers relevant data and evaluates all of his or her personnel. The principal also prepares a monthly board reports to be submitted to the School board.



***Please Note:** The chart above is designed to show administrative functions rather than individual positions. In other words, multiple tasks can be performed by the same person if need arises (i.e. a payroll coordinator can be account payable clerk and benefit coordinator). Additional positions may be created as needed.

Narrative Description of the organizational Chart: Job description and role and responsibilities of each position that are mentioned in the organization chart are listed below:

PRINCIPAL/SCHOOL DIRECTOR:

Principal shall operate as chief operating subordinates to the school board in orchestrating program and service delivery to students through teaching and auxiliary staff including the following duties:

Supervisory Responsibilities:

Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), the business manager, teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.

Skills:

- Knowledge of school law, finance, and curriculum.
- Able to manage personnel.
- Able to interpret policy, procedures, and data.
- Exceptional organizational, communication, public relations, and interpersonal skills.

Working Conditions:

- Maintain emotional control under stress.
- Occasional district wide and statewide travel.
- Frequent prolonged and irregular hours.

Responsibilities and Duties:

Management:

- Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

School or Organization Morale:

- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality and team building among staff members. Encourage their active enrolment in decision-making process.
- Provide for two way communications with the board and staff, students, parents, and community.
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellences and achievement
- Ensure the effective and quick resolution of conflicts

School or Organization Improvement

- Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.

- Develop and set annual campus performance objectives for each of the Academic Areas.
- Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives.

Personnel Management:

- Interview, select, and orient new staff. Approve all personnel assigned to campus.
- Define expectation for staff performance with regard to instructional strategies, classroom management, and communication with public.
- Observe employee performance, record observations and conduct evaluation conferences with staff:
- Work with campus-level planning and decision-making committees to plan professional development activities.

Management of Fiscal, Administrative, Facilities Functions:

- Comply with district policies and state and federal laws and regulations affecting the schools.
- Develop campus budgets based on documented programs needs, estimated enrollment, personal, and other fiscal needs. Keep programs within budget limit
- Maintain fiscal control. Accurately report fiscal information.
- Compile, maintain, and file all physical and computerized report, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbook.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extracurricular and intramural programs. Including management of multiple activity funds.

Student Management:

- Work with faculty and student to develop a student discipline management systems that results in positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student code of Conduct and student handbook.
- Conduct conferences about student and school issues with parents, student, and teachers.

School or Community Relations:

- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.

DIRECTOR OF CURRICULUM AND INSTRUCTION/DEAN OF STUDENTS:

They will assist principal in instructional program administration, human resources organizations, student activities and services.

Skills:

- Working knowledge of charter operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating charter support operations.

Responsibilities and Duties:

Share supervisory duties for charter professional staff with charter principal. Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Instructional Management

- Assist in planning and assessing the educational programs.
- Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.
- Encourage the use of technology in the instructional process.

Charter Atmosphere

- Encourage a constructive, thoughtful climate for learning.
- Promote fairness of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.

Charter Improvement

- Assist in organization of school improvement plan with staff, parents and community members.
- Help principal design, manage and implement information systems to manage and track progress on charter goals and academic excellence indicators.

Personnel Management

- Hold employee evaluation conferences based on records of performance evaluation.
- Assist principal in interviewing, selecting and orienting new charter employees.

Administration and Fiscal/Facilities Management

- Oversee charter operations in principal's absence.
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Oversee student attendance records and assist the attendance clerk on truancy issues.
- Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.
- Aid in safety drill practices and inspections.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to charter schools and charter policy.

Student Management

- Provide for supervision of students during non-instructional hours.
- Help students develop positive behavior through a student discipline management system.
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.
- Hold parent/teacher/student conferences in regard to student and school issues.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

TEACHER:

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be a productive member of society.

Skills:

- Understanding of subjects assigned.
- Working knowledge of curriculum and instruction.
- Capable of instructing students and managing their behavior.
- Exceptional organizational, communication and interpersonal skills.

Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the charters curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.
- Teach instructional subjects according to guidelines established by Department of Education, charter polices and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.
- Design instructional activities by using data from student learning style assessments.
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.
- Collaborate with staff to determine charter requirement for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Help students assess and enhance their study methods and habits.
- Produce formal and informal testing to evaluate student success.
- Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the charter principal.
- Serve as an example for students, support mission of charter.

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.
- Control student behavior in agreement with the student handbook.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on book, equipment and material selection.

Communication

- Establish communication rapport with parents, students, principals and teachers through conferences.

- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Professional

- Enrich job skills through professional development activities.

Other

- Keep up to date on and abide by state and charter regulations and policies for classroom teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meeting and assist in staff committees as necessary.

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some lifting may be required.

SPECIAL EDUCATION COORDINATOR:

The primary role and responsibility is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Skills:

- Complete knowledge of special needs of students in assigned area.
- Complete knowledge of Individual Education Plan Committee process and Individual Education Plan (IEP) goal setting process and implementation.
- Working knowledge of curriculum and instruction.

Responsibilities and Duties:

Instructional Strategies

- Work in conjunction with students, parents and other members of staff to develop IEPs through the IEP Committee process for each student assigned.
- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.
- Participate in IEP Committee meetings on an ongoing basis.
- Design instructional activities by using data from students learning styles assessment.

- Ensure IEP guidelines are met when presenting subject matter.
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
- Produce and oversee the teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Produce formal and informal testing to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
- Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by charter principal.
- Serve as an example for students; support mission of charter.

Classroom Management

- Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of student.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection.

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Other

- Enrich job skills through professional development activities.
- Keep up to date and abide by federal, state and charter policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.

Job Related Conditions:

- Maintain control in stressful situations.
- Some lifting may be required.
- May be required to restrain students to control behavior.

ADMINISTRATIVE ASSISTANT:

Primary Role and Purpose of the administrative assistant is to organize and maintain the normal work activities of the office of administration. Provide clerical duties to the principal, assistant principals, and other charter staff.

Skills:

- Exceptional keyboarding, word processing and file maintenance skills.
- Strong communication and interpersonal skills.
- Basic math skills.
- Knowledge of personal computer and software in order to compile spreadsheets and databases and do word processing.

Responsibilities and Duties:

Records and Correspondence

- Draft correspondence, forms, reports, etc., for the principal and other department staff members using a personal computer.
- Prepare data as needed when completing state and local reports.
- Organize and manage hardcopy and computerized departmental files.
- Manage student records as needed.

Accounting

- Attend to routine bookkeeping duties, including basic math operations, for the department.
- Assist with the completion of purchase orders and payment authorizations.
- Maintain personnel time records including leave requests and reports. Draft and submit information to the central office.

Other

- Answer incoming calls, take accurate messages and transfer to appropriate staff.
- Oversee appointment schedule and make travel arrangements for department staff.
- Receive, sort and deliver mail and other documents to department staff.
- Ensure confidentiality of information.

Job Related Conditions:

- Maintain control in stressful situations.
- Manage time with frequent interruptions.
- Extended computer time.

COUNSELOR:

Primary Role and Purpose of the counselor is to develop, implement, and assess a comprehensive guidance program for the charter including counseling services.

Promote a guidance program that shows students how their personal growth and development can be maximized.

Skills:

- Working knowledge of counseling procedures, student appraisal and career development.
- Superior organizational, communication and interpersonal skills.

- Capable of instructing students and managing their behavior.

Responsibilities and Duties:

Guidance

- Communicate the guidance program to students and parents.
- Assist teachers to include guidance program with charter curriculum.
- Administer education programs and career awareness to individuals and student groups on an ongoing basis.
- Ensure individual and small group counseling needs are met.

Consultation

- Confer with individuals associated with students to enhance their work with students.
- Collaborate with charter personnel and community residents to obtain resources for students.
- Ensure special programs and services are utilized by students with an efficient referral process.

Evaluation

- Assist in devising and assessing a charter standardized testing program.
- Evaluate test and assessment results effectively.

Program Management

- Develop a comprehensive guidance/counseling program that meets the identified needs of the student.
- Plan and implement an ongoing assessment of the guidance program and make adaptations based on the results.
- Gather, manage and file all required hardcopy and computerized reports, records and other documents.

Administration

- Abide by policies established by federal and state law that apply to charter schools, Commission's Rules that apply to charter schools, and charter policy in guidance and counseling area.
- Abide by all charter routines and regulations.
- Ensure a positive and constructive relationship with supervisors.
- Communicate with colleagues, students and parents in an effective manner.

Professional

- Provide role model behavior that is professional, ethical and responsible.
- Partake in professional development to enhance skills related to job assignment.

Job Related Conditions:

- Maintain control in stressful situations.

Attachment 11:

Insurance Coverage



DOUGLAS & GREER, INC.
Insurance & Bonds

5100 POPLAR AVENUE, # 300
MEMPHIS, TENNESSEE 38137
TEL 901-767-3083
FAX 901-761-1871

March 10, 2015

Memphis School of Excellence Elementary
Mr. Muhammet Turkay
4450 S. Mendenhall Rd, Suite 1
Memphis, Tennessee 38141

Mr. Turkay,

After reviewing the initial information provided to me, I would estimate the total annual insurance expense for Memphis School of Excellence Elementary to be no more than \$17,000 per year. The coverage's that would be provided are as follows...

- General Liability - \$2,000,000 aggregate / \$1,000,000 occurrence limits
- Educators Legal Liability (includes D&O, Professional Liability and EPLI) - \$1,000,000
- Umbrella Coverage - \$5,000,000 (extends additional liability coverage to the underlying Educators Legal Liability, Sexual Abuse Liability and General Liability limits.)
- School contents and computer coverage (property) - 100% Replacement cost valuation including Boiler/Machinery and business interruption/extra expense losses)
- Employers liability / workers compensation - \$1,000,000 limit
- Surety Bond (providing blanket fidelity coverage) in the amount of \$500,000.
- Physical/Sexual abuse and molestation liability coverage in the amount of \$1,000,000.
- Athletic Coverage for any athletes.

Remember, this is only an estimate of the annual premium. I will not be able to receive an official quote or place any insurance coverage until I gather additional specific information.

In the meantime, please contact me should you have any questions. Our office number is 901-767-3083.

Sincerely,

Andy Stogner
Douglas & Greer, Inc.
Insurance and Bonds since 1948

Attachment 12: CMO Agreement

N/A

Attachment 13:
Public Charter School Planning and
Budget Worksheet

Memphis School of Excellence- Elementary BUDGET SUMMARY Revenue Assumptions

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of Students	0	225	300	375	450	450
Number of Employees	0	14	18	22	27	29

REVENUE

Basic Education Program	\$0	\$1,682,325	\$2,287,962	\$2,917,152	\$3,570,593	\$3,642,005
Title I	\$0	\$60,750	\$82,620	\$105,341	\$128,937	\$131,516
Federal Breakfast Program	\$0	\$58,320	\$77,760	\$97,200	\$116,640	\$116,640
Federal Lunch Program	\$0	\$105,705	\$140,940	\$176,175	\$211,410	\$211,410
IDEA	\$0	\$50,625	\$67,500	\$84,375	\$101,250	\$101,250
Transportation	\$0	\$0	\$0	\$0	\$0	\$0
Charter start-up funds	\$20,000	\$180,000	\$50,000	\$0	\$0	\$0
Other start-up funds	\$0	\$0	\$0	\$0	\$0	\$0
Student fees	\$0	\$11,250	\$15,000	\$18,750	\$22,500	\$22,500
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0
School level fundraising	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (foundations, corporate)	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (individuals)	\$10,000	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$30,000	\$2,148,975	\$2,721,782	\$3,398,992	\$4,151,330	\$4,225,321

EXPENSES

Personnel	\$9,956	\$849,078	\$1,141,512	\$1,471,510	\$1,828,312	\$2,005,651
General Operating Expenses	\$15,250	\$448,120	\$453,940	\$516,385	\$582,785	\$558,945
Transportation	\$0	\$0	\$0	\$0	\$0	\$0
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0
Facilities		\$585,000	\$585,000	\$780,000	\$780,000	\$975,000
Technology & Equipment	\$950	\$198,050	\$63,950	\$68,825	\$136,975	\$57,100
TOTAL EXPENSES	\$26,156	\$2,080,248	\$2,244,402	\$2,836,720	\$3,328,072	\$3,596,696

SURPLUS/(DEFICIT)	\$3,844	\$68,727	\$477,380	\$562,272	\$823,258	\$628,625
<i>Per student</i>		\$305	\$1,591	\$1,499	\$1,829	\$1,397
Ending Fund Balance	\$3,844	\$72,570	\$549,950	\$1,112,222	\$1,935,480	\$2,564,105

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
REVENUE	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ASSUMPTIONS	2015	2016	2017	2018	2019	2020
Number of grade levels		3	4	5	6	6
K		75	75	75	75	75
1st		75	75	75	75	75
2nd		75	75	75	75	75
3rd			75	75	75	75
4th				75	75	75
5th					75	75
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Total Student Enrollment	0	225	300	375	450	450
Title I (% of student body)		90%	90%	90%	90%	90%
Special Education (% of student body)		15%	15%	15%	15%	15%
Basic Education Program (funding per student)	\$7,477					
Inflation adjustor	1.02					
Title I	\$300					
IDEA	\$1,500					
Breakfast Program -- Federal Reimbursement	yes					
Breakfast Program	\$1.60					
Lunch Program	\$2.90					
Transportation	\$0					
School level fundraising	\$50					
Basic Education Program	\$1,682,325	\$2,287,962	\$2,917,152	\$3,570,593	\$3,642,005	
Title I	\$60,750	\$82,620	\$105,341	\$128,937	\$131,516	
Federal Breakfast Program	\$58,320	\$77,760	\$97,200	\$116,640	\$116,640	
Federal Lunch Program	\$105,705	\$140,940	\$176,175	\$211,410	\$211,410	
IDEA	\$50,625	\$67,500	\$84,375	\$101,250	\$101,250	
Transportation	\$0	\$0	\$0	\$0	\$0	
Charter start-up funds (Title Vb)	\$20,000	\$180,000	\$50,000			
Other start-up grant funds						
School level fundraising		\$11,250	\$15,000	\$18,750	\$22,500	\$22,500
Student fees						
Investment Income						
Private fundraising (foundations, corporate)						
Private fundraising (individuals)	\$10,000					
TOTAL REVENUE	\$30,000	\$2,148,975	\$2,721,782	\$3,398,992	\$4,151,330	\$4,225,321

EXPENSES

Staffing Cost

Assumptions & FTEs:

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
EXPENSES	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
STAFFING COSTS	2015	2016	2017	2018	2019	2020
ASSUMPTIONS						
Payroll Tax and Benefits						
<i>Medical</i>						
Single Coverage	\$10,200					
Family Coverage	\$10,200					
School's percentage of coverage	67%					
Assumed percentage of employees choosing	40%					
Weighted avg. cost for medical	\$10,200					
FICA	6.20%					
State Retirement - Certified	9.05%					
State Retirement - Non-certified	9.27%					
Life Insurance	0.00%					
GASB 45	\$0					
Unemployment Insurance	\$400					
Payroll Services	\$25					
Bonus Pool	0.00%					
FTE - Total	0.3	14.0	18.0	22.0	27.0	29.0
FTE - Administrators	0.0	1.0	1.0	2.0	3.0	4.0
FTE - Office	0.3	1.0	2.0	2.0	2.0	2.0
FTE - Specialist/Elective Teachers	0.0	3.0	4.0	5.0	5.0	5.0
FTE - Grade Level Teachers	0.0	9.0	11.0	13.0	17.0	18.0
Instructional days per year	180					
Saturday schools per year	0					
Contractors required for Saturday School	0					
Price per contractor	\$0					

	Start Year	Base Salary	These columns will self-populate.					
Administrators			2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
School Director	2016	\$70,000.00	0.00	1.00	1.00	1.00	1.00	1.00
AP/Director of Curriculum and Instr	2018	\$55,000.00	0.00	0.00	0.00	1.00	1.00	1.00
Business Operations Director	2020	\$55,000.00	0.00	0.00	0.00	0.00	0.00	1.00
Dean of Students	2019	\$55,000.00	0.00	0.00	0.00	0.00	1.00	1.00
Director of Development	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00

Total Administrators			0.00	1.00	1.00	2.00	3.00	4.00
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Office Staff			2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Office Manager	2015	\$28,000.00	0.25	1.00	1.00	1.00	1.00	1.00
Records Specialist	2018	\$28,000.00	0.00	0.00	1.00	1.00	1.00	1.00
Administrative Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00

Total Administrators and Office Staff			0.25	1.00	2.00	2.00	2.00	2.00
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Specialist/Electives Teachers			2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Special Education	2016	\$49,000.00	0.00	1.00	1.00	1.00	1.00	1.00
Special Education Assistant	2018	\$40,000.00	0.00	0.00	0.00	1.00	1.00	1.00
Art/Music/Library	2016	\$45,000.00	0.00	1.00	1.00	1.00	1.00	1.00
ESL Certified	2016	\$47,000.00	0.00	1.00	1.00	1.00	1.00	1.00
ESL Assitant	2017	\$45,000.00	0.00	0.00	1.00	1.00	1.00	1.00

Total Specialist/Electives Teachers			0.00	3.00	4.00	5.00	5.00	5.00
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Grade	Subject	Teacher	Start Year	Base Salary	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	General	Grade Level Tea	2016	\$45,000.00	0.00	1.00	1.00	1.00	1.00	1.00
K	General	Grade Level Tea	2016	\$45,000.00	0.00	1.00	1.00	1.00	1.00	1.00
K	General	Grade Level Tea	2016	\$45,000.00	0.00	1.00	0.00	0.00	0.00	0.00

1	General	Grade Level Tea	2016	\$45,000.00	0.00	1.00	1.00	1.00	1.00	1.00
1	General	Grade Level Tea	2016	\$45,000.00	0.00	1.00	1.00	1.00	1.00	1.00
1	General	Grade Level Tea	2016	\$45,000.00	0.00	1.00	1.00	0.00	0.00	0.00

2	General	Grade Level Tea	2016	\$45,000.00	0.00	1.00	1.00	1.00	1.00	1.00
2	General	Grade Level Tea	2016	\$45,000.00	0.00	1.00	1.00	1.00	1.00	1.00
2	General	Grade Level Tea	2016	\$45,000.00	0.00	1.00	1.00	1.00	1.00	1.00
2	General	Grade Level Tea	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00

3	General	Grade Level Tea	2017	\$45,000.00	0.00	0.00	1.00	1.00	1.00	1.00
3	General	Grade Level Tea	2017	\$45,000.00	0.00	0.00	1.00	1.00	1.00	1.00
3	General	Grade Level Tea	2017	\$45,000.00	0.00	0.00	1.00	1.00	1.00	1.00

4	General	Grade Level Tea	2018	\$45,000.00	0.00	0.00	0.00	1.00	1.00	1.00
4	General	Grade Level Tea	2018	\$45,000.00	0.00	0.00	0.00	1.00	1.00	1.00
4	General	Grade Level Tea	2018	\$45,000.00	0.00	0.00	0.00	1.00	1.00	1.00

5	Math	Grade Level Tea	2019	\$45,000.00	0.00	0.00	0.00	0.00	1.00	1.00
5	Reading	Grade Level Tea	2019	\$45,000.00	0.00	0.00	0.00	0.00	1.00	1.00
5	Language Arts	Grade Level Tea	2019	\$45,000.00	0.00	0.00	0.00	0.00	1.00	1.00
5	Science	Grade Level Tea	2019	\$45,000.00	0.00	0.00	0.00	0.00	1.00	1.00
5	Social Studies	Grade Level Tea	2020	\$45,000.00	0.00	0.00	0.00	0.00	0.00	1.00

Total Grade Level Teachers					0.00	9.00	11.00	13.00	17.00	18.00
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Salaries:

SALARIES			2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Administrators								
		School Director	\$0	\$70,000	\$71,400	\$72,828	\$74,285	\$75,770
		AP/Director of Curriculum and Instruction	\$0	\$0	\$0	\$57,222	\$58,366	\$59,534
		Business and Operations Manager	\$0	\$0	\$0	\$0	\$0	\$59,534
		Dean of Students	\$0	\$0	\$0	\$0	\$58,366	\$59,534
		Director of Development	\$0	\$0	\$0	\$0	\$0	\$0
Office Staff								
		Office Manager	\$7,000	\$28,000	\$28,560	\$29,131	\$29,714	\$30,308
		Records Specialist	\$0	\$0	\$28,560	\$29,131	\$29,714	\$30,308
		Administrative Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Total Administrators and Office Staff			\$7,000	\$98,000	\$128,520	\$188,312	\$250,445	\$314,988
Specialist/Electives Teachers								
		Special Education	\$0	\$49,000	\$49,980	\$50,980	\$51,999	\$53,039
		Special Education Assistant	\$0	\$0	\$0	\$41,616	\$42,448	\$43,297
		Art/Music/Library	\$0	\$45,000	\$45,900	\$46,818	\$47,754	\$48,709
		ESL Certified	\$0	\$47,000	\$47,940	\$48,899	\$49,877	\$50,874
		ESL Assitant	\$0	\$0	\$45,900	\$46,818	\$47,754	\$48,709
Total Specialist/Electives Teachers			\$0	\$141,000	\$189,720	\$235,130	\$239,833	\$244,630
K	General	Grade Level Teacher	\$0	\$45,000	\$45,900	\$46,818	\$47,754	\$48,709
K	General	Grade Level Teacher	\$0	\$45,000	\$45,900	\$46,818	\$47,754	\$48,709
K	General	Grade Level Teacher	\$0	\$45,000	\$45,900	\$46,818	\$47,754	\$48,709
1	General	Grade Level Teacher	\$0	\$45,000	\$45,900	\$46,818	\$47,754	\$48,709
1	General	Grade Level Teacher	\$0	\$45,000	\$45,900	\$46,818	\$47,754	\$48,709
1	General	Grade Level Teacher	\$0	\$45,000	\$45,900	\$46,818	\$47,754	\$48,709
2	General	Grade Level Teacher	\$0	\$45,000	\$45,900	\$46,818	\$47,754	\$48,709

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
TOTAL SALARIES	\$7,000	\$644,000	\$869,040	\$1,125,713	\$1,397,610	\$1,533,805

Benefits

BENEFITS						
Medical	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total Medical Benefits	\$1,698	\$97,007	\$127,218	\$158,598	\$198,536	\$217,507
FICA	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total FICA	\$434	\$39,928	\$53,880	\$69,794	\$86,652	\$95,096
State Retirement	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total State Retirement Costs	\$649	\$58,344	\$78,774	\$102,005	\$126,614	\$138,943
Life Insurance	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total Life Insurance	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total GASB 45	\$0	\$0	\$0	\$0	\$0	\$0
Unemployment Insurance	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total Unemployment Insurance	\$100	\$5,600	\$7,200	\$8,800	\$10,800	\$11,600
TOTAL BENEFITS	\$2,881	\$200,878	\$267,072	\$339,197	\$422,602	\$463,146
<i>% of Salaries</i>	<i>41.2%</i>	<i>31.2%</i>	<i>30.7%</i>	<i>30.1%</i>	<i>30.2%</i>	<i>30.2%</i>
PART TIME SALARIES	\$0	\$0	\$0	\$0	\$0	\$0
PERFORMANCE BONUSES	\$0	\$0	\$0	\$0	\$0	\$0
PAYROLL SERVICES	\$75	\$4,200	\$5,400	\$6,600	\$8,100	\$8,700

General Operating Expenses

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
GENERAL OPERATING EXPENSES			2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
			2015	2016	2017	2018	2019	2020
Instruction	Assumptions							
Professional development	\$1,000	Per FTE		\$14,000	\$18,000	\$22,000	\$27,000	\$29,000
Staff recruitment	\$5,000	Per Year	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Student recruitment and marketing	\$25,000	Annual expense		\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Textbooks - initial costs	\$400	Per student		\$90,000	\$30,000	\$30,000	\$30,000	\$0
Textbooks - repurchase of new books	5	Number of years use				\$0	\$0	\$0
Library books	\$100	Per student		\$22,500	\$30,000	\$37,500	\$45,000	\$45,000
Charter application	\$1,000		\$1,000					
Printing paper	\$70	Per student		\$15,750	\$21,000	\$26,250	\$31,500	\$31,500
Assessment costs	\$100	Per student		\$22,500	\$30,000	\$37,500	\$45,000	\$45,000
Supplies for students	\$250	Per student		\$56,250	\$75,000	\$93,750	\$112,500	\$112,500
Instructional supplies - Teachers (just teaching)	\$4,000	Per Instructional FTE		\$48,000	\$60,000	\$72,000	\$88,000	\$92,000

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
General office supplies	\$3,000	Per month	\$9,000	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000
School uniforms - new students	\$15	Per new student		\$3,375	\$4,500	\$5,625	\$6,750	\$6,750
School uniforms - returning students	\$15	Per returning student			\$4,500	\$5,625	\$5,625	\$5,625
General building decorum	\$10,000	Annual Exp		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Health supplies	\$20	Per student per year		\$4,500	\$6,000	\$7,500	\$9,000	\$9,000
Bank fees	\$18,000	Annual Exp		\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
Postage and shipping	\$15	Per student		\$3,375	\$4,500	\$5,625	\$6,750	\$6,750
Gifts & awards - students	\$10	Per student		\$2,250	\$3,000	\$3,750	\$4,500	\$4,500
Gifts & awards - faculty and staff	\$80	Per FTE		\$1,120	\$1,440	\$1,760	\$2,160	\$2,320
Field trips - local	\$1,500	Per grade level		\$4,500	\$6,000	\$7,500	\$9,000	\$9,000
Field trips - out of state	\$0	Per grade level		\$0	\$0	\$0	\$0	\$0
Parent & staff meetings	\$1,000	Annual Exp	\$250	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Saturday School (contractors for instruction)	\$0	Input "yes" or "no"		\$0	\$0	\$0	\$0	\$0
Total Instructional Supplies			\$15,250	\$383,120	\$388,940	\$451,385	\$517,785	\$493,945
<i>Per student</i>				\$1,703	\$1,296	\$1,204	\$1,151	\$1,098
Contracted Services								
Annual audit	\$25,000	Per year		\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Legal funds	\$20,000	Per year	\$0	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
CMO fees (if applicable)	\$20,000	Per year	\$0	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Total Contract Services			\$0	\$65,000	\$65,000	\$65,000	\$65,000	\$65,000
Food Program	School Pays? yes or no							
Breakfast	no	Per student		\$0	\$0	\$0	\$0	\$0
Lunch program	no	Per student (not covered by Title I)		\$0	\$0	\$0	\$0	\$0
Snacks	no	Per student		\$0	\$0	\$0	\$0	\$0
Saturday food prog	no	Input "yes" or "no"		\$0	\$0	\$0	\$0	\$0
Total Food Costs			\$0	\$0	\$0	\$0	\$0	\$0
TOTAL GENERAL OPERATING EXPENSES			\$15,250	\$448,120	\$453,940	\$516,385	\$582,785	\$558,945
TOTAL EXPENSES (not including Facilities, Equip, Tech)			\$25,206	\$1,297,198	\$1,595,452	\$1,987,895	\$2,411,097	\$2,564,596

Facilities Cost

FACILITIES	
INPUT "Purchase" or "Lease"	lease

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2015	2016	2017	2018	2019	2020

LEASE OPTION (if applicable)

Square feet leased	30,000	30,000	40,000	40,000	50,000
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Lease rate	\$15.00	Per sq ft	Annual lease	\$450,000	\$450,000	\$600,000	\$600,000	\$750,000
Custodial	\$1.50	Per sq ft		\$45,000	\$45,000	\$60,000	\$60,000	\$75,000
Utilities	\$3.00	Per sq ft		\$90,000	\$90,000	\$120,000	\$120,000	\$150,000

Capital Outlay (building ref)	\$0	One-time	Capital Outlay	\$0.00
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Total cost to lease	\$0	\$585,000	\$585,000	\$780,000	\$780,000	\$975,000
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TOTAL FACILITIES COSTS	\$0	\$585,000	\$585,000	\$780,000	\$780,000	\$975,000
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TECHNOLOGY EQUIPMENT COST

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
TECHNOLOGY & EQUIPMENT COSTS			2015-16 2015	2016-17 2016	2017-18 2017	2018-19 2018	2019-20 2019	2020-21 2020
ASSUMPTIONS								
Copier (monthly lease rate)	\$350	Per month						
	500	Students per copier						
Desktop computer costs (fa	\$700	Per laptop						
Desktop computers	1	Per grade level						
Cart costs	\$17,500	Per cart						
Student enrollment			225	300	375	450	450	
Number of copiers needed			1	1	1	1	1	
Monthly copier lease			\$4,200	\$4,200	\$4,200	\$4,200	\$4,200	
Copier - usage fee	\$15	Per student	\$3,375	\$4,500	\$5,625	\$6,750	\$6,750	
New Laptops - faculty	\$700	Per laptop	\$9,625	\$2,800	\$2,800	\$3,500	\$1,400	
Laptop replacement costs	3	Number of years use		\$0	\$700	\$9,625	\$2,800	
Mobile lap top cart - students	1	Per grade level	\$53,550	\$17,850	\$17,850	\$17,850	\$0	
Mobile Laptop replacement costs	3	Number of years use		\$0	\$0	\$53,550	\$17,850	
Administration cell phone handset	\$200	Per handset	\$0	\$200	\$0	\$200	\$200	
Administration cell phones (monthly cover	\$50	Per month	\$0	\$600	\$600	\$1,200	\$1,800	\$2,400
Internet setup	\$30,000	Setup fee	\$30,000					
Server	\$10,000	Per server	\$10,000					
Educational software	\$30	Per student	\$6,750	\$9,000	\$11,250	\$13,500	\$13,500	
Internet and phone monthly service	\$250	Per month	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	
Other Equipment (security system)	\$15,000	Setup cost	\$15,000					
Monthly equipment cost	\$250	Per month	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	
Faculty furniture	\$1,000	Per FTE	\$250	\$13,750	\$4,000	\$4,000	\$5,000	\$2,000
Student furniture	\$200	Per new student	\$45,000	\$15,000	\$15,000	\$15,000	\$15,000	\$0
TOTAL TECHNOLOGY & EQUIPMENT COSTS			\$950	\$198,050	\$63,950	\$68,825	\$136,975	\$57,100

ATTACHMENT 14: Budget Narrative

1.1. Budget Narrative (Attachment 14)

Present a budget narrative including detailed descriptions of budget assumptions, revenue and expenditure projections reflecting proposed growth over time. In this section include:

- A plan for compliance with state and federal accounting and reporting requirements.

The school board will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws. The board will have the authority for policy and operational decisions of the proposed school. In the meantime, the Board does not intend to manage daily school activities. It is the school principal/director's primary responsibility to run day-to-day school operation.

- How the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement.

The budget is developed to support proposed education model. Memphis school of Excellence has been in operation in Memphis since 2009 and accumulated experience in improving student achievement by utilizing local, state and federal funds efficiently towards its mission and vision. We believe the proposed budget will efficiently support our programs.

- Student enrollment and BEP projections.

MSE-E will begin in grades from Kindergarten to second grade with 75 students in each grade level. The school will add one grade level each year until it reaches to fifth grade with 450 students (attachment 13)

- All anticipated funding sources, including grants, state, federal and local per pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.

We used the template provided by the department of education to estimate state and federal funds. Per pupil fund level is assumed to be \$7,496 per Shelby County Schools' recommendation. The school is not planning to offer transportation.

\$300 per pupil Title I revenue is assumed while free reduced ratio is projected to be 90%. ESL ratio is projected to be 15%. We assumed to receive start-up grant (replica grant) in the amount of \$250,000. We are planning to use \$20,000 for the planning year, \$180,000 for the first and remaining \$50,000 during the second year of operation. Contingency plan (if school cannot secure the grant) involves asking line of credit from our local bank for the first year and increasing \$10,000 fundraising to \$20,000. School will lease the initial FF&E rather than purchasing with start-up grant.

E-Rate fund revenue is not included in the budget revenue projections. School will apply eRate to cover its data and voice services. E-rate is now eliminating cell phone services. Therefore, this grant revenue has been ignored as it does not constitute substantial amount.

- All anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds.

Detailed information about staffing FTEs and salaries are included in the attachment 13. We assumed start salary as \$45,000 for teachers and included 2% inflation to the salaries and other expenses. Benefits are calculated accordingly. School is not planning any performance bonuses. Initial furniture and equipment purchases will be done using start-up grant. However, if the grant could not be secured, then furniture and equipment will be leased.

Professional development budget is developed based on \$ 1000 per teacher. We budgeted for \$1500 per grade level for field trips however we did not allocate any state funds for other student activities or sport teams. Our plan is to have school-wide fundraisings and charge minimal fees from student to cover the cost. We will conduct and approved auditor for annual financial audit, utilize outside payroll firm for the payroll.

We allocated \$15/sf rent for the facility. As seen in attachment 13, we are planning to rent 30,000 sf building for the first two years then increase it to 40,000 sf for the next two years, and 45,000 sf for year five and thereafter. We assumed the rent payment will include all required TI spending. (The cost of a vacant ware house is about \$6/sf, re modelling it to a school costs about \$55/sf which will be amortized over 10 year lease, total rent will be \$15/sf including remodeling cost).

- The systems and processes by which the organization and school will manage accounting, purchasing, payroll and audits. Include any draft policies on financial controls, etc.

School will utilize financial services from Whitehorn Tankersley & Davis CPA company. MSE has been working with the company since 2010-2011 school year.

Company Name: Whitehorn Tankersley & Davis CPA

Address: 670 Oakleaf Office Lane, Memphis, TN 38117

Phone: 901-767-5080

Web Site: <http://www.wtdcpa.com/>

- Describe how the school will provide an independent annual audit of organizational and school level financial and administrative operations.

School will engage Zoccola Kaplan firms which is approved financial audit firm.

- Describe your team's individual and collective qualifications for implementing the financial plan successfully.

The Memphis School of Excellence administration team will lead the new school. Mr. Turkey will act as director of both schools. With his close guidance the new school will follow the budget guidelines.

- Discuss how one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

There could be some unexpected substantial expenses which might be hard to handle for a new school. Due to that fact, we will secure \$100,000 line of credit from our current bank, Regions. School will have ample amount of cash reserves after year 3 to cover such costs.

If a high needs student with disability enrolls to the school, another option could be looking for a special education service provider company or a service sharing agreement with another charter school or school district. These might provide some cost savings while providing required level of services.

- If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.

School will run its finances with help of Whitehorn Tankersley & Davis CPA firm. Payroll will be outsourced as the current school handles.

Attachment 15:
Shelby County Schools Capacity
Information

If your organization is currently operating charter schools, please submit the following information

- A list that includes each school currently in operation, including the full address and grade structure
- The overall achievement data and growth measurements as determined by the state for the entire network of schools also include disaggregated the data by each school location-include any gap closure information, if provided by the state
- Achievement data and growth measurements as determined by the state for each school also disaggregate the data by subject and grade level for each school-include any gap closure information, if provided by the state

Read foundation operates only one school, Memphis School of Excellence, since 2010-2011 school year.

Memphis School of Excellence

Opened in 2010-2011 school year

Grades: 6-12

Address: 4450 S. Mendenhall Rd. St 1 Memphis, TN 38141

Name: Soner Tarim

Address: 9321 W. Sam Houston Pkwy S. Houston TX

Phone Number: 832-641-5588

Email: starim@harmonytx.org

Employer: Harmony Public Schools

Employer Address: 9321 W. Sam Houston Pkwy S. Houston TX

Employer Phone Number: 713-343-3333

Website of Employer: <http://www.harmonytx.org/>

Name: Ali Gumus

Address: 3830 Lyons Road Apt 211, Coconut Creek FL, 33073

Phone Number: 954-478-0635

Email: aligumus@gmail.com

Employer: Broward Math & Science Schools

Employer Address: 6101 Nw 31st Street Margate, FL 33063

Employer Phone Number: 954-969-8488

Website of Employer: www.bmsschools.org

Name: Latoria Crowder
Address: 6344 Kinston Park Drive Memphis, TN 38141
Phone Number: 901-517-5920
Email: lcrowder11@yahoo.com
Employer: State of Tennessee
Employer Address: 400 Deaderick Street, Nashville TN 37243
Employer Phone Number: 888-277-8366
Website of Employer: www.tn.gov

Name: Vinson Smith
Address: 4299 Ross Rd. Memphis, TN 38141
Phone Number: 901-542-9604
Email: wsmith@bgcm.org
Employer: Boys & Girls Clubs of Greater Memphis
Employer Address: 44 S Rembert, Memphis, TN 38104
Employer Phone Number: 901-278-2947
Website of Employer: www.bgcm.org

Name: Kaan Camuz
Address: 13415 Fm 620 N Austin, TX 78717
Phone Number: 512-297-7160
Email: kcamuz@harmonytx.org
Employer: Harmony Public Schools
Employer Address: 9321 W. Sam Houston Pkwy S. Houston, TX 77099
Employer Phone Number: 713-343-3333
Website of Employer: www.harmonytx.org

School Address:
4450 S Mendenhall Rd
Memphis, TN 38141



Tel: (901) 367 7814
Fax: (901) 367 7816
www.sememphis.org

MEMPHIS SCHOOL OF EXCELLENCE

2014-2015 School Profile

The School

Memphis School of Excellence (MSE) is a public charter school serving 440 students in grades 6 through 12. MSE has been serving its community since the 2010-2011 school year.

School Demographics	Student to Teacher Ratio: 13 to 1
83% African American	Average Class Size: 24
15% Hispanic	Graduation Rate: 100%
1% Asian	Attendance Rate: 96%
1% White	Economically Disadvantaged Rate: 92%

Our Staff and Students

Our staff is committed to excellence as they work to prepare our students to achieve their future educational and career goals. 100% of our courses are taught by teachers who are certified and highly qualified in the subject area. Our teachers have earned the highest score from the state over the last 3 years.



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Reports

Schools

Tests

Print

Help

Report: School-Level Evaluation Composites

Year: 2014

School: Memphis School of Excellence

District: Shelby County Unified

Test: TCAP/EOC

2013-2014 Composite Trends

Composite Type	One-Year Trend*		Two-Year Trend*		Three-Year Trend*	
	Index	Level	Index	Level	Index	Level
Overall	7.46	5	7.42	5	11.24	5
Literacy	3.84	5	2.41	5	3.27	5
Numeracy	9.08	5	10.55	5	15.48	5
Literacy and Numeracy	8.11	5	7.90	5	11.17	5

Rules for Effectiveness Level Determination

Level 5, Most Effective: Schools whose students are making substantially more progress than the Standard for Academic Growth (the school's index is 2 or greater).

*<https://tvaas.sas.com/>

The Curriculum

MSE follows the state curriculum. MSE offers extra periods for Math, Science, and English classes. MSE regularly tests students to see progress. MSE provides after school tutoring, pull out tutoring, Saturday tutoring, and evening tutoring. MSE does not offer summer school. MSE offers several Honors Courses for all high school students. Honor classes are weighted 4.5 credits on students' GPA. MSE offers 2 AP classes currently and plans to increase the number of AP classes every year. AP students will earn 5 credits. During the 2013-2014 school year, 12 students were enrolled in AP classes. During the 2014-2015 school year, 55 students are enrolled in AP classes.

Extracurricular Activities

MSE offers several sports and after school activities.

Middle & High, Boys & Girls Basketball	Middle & High School Student Council	Art Club
ACT Tutoring	Chess Club	Show Choir
Parent Teacher Association (PTA)	Robotics	Volleyball
Science Olympiad	Cross Country	Softball
Soccer	Middle & High School Track	Baseball
Cheerleading	Computer Club	Tutoring

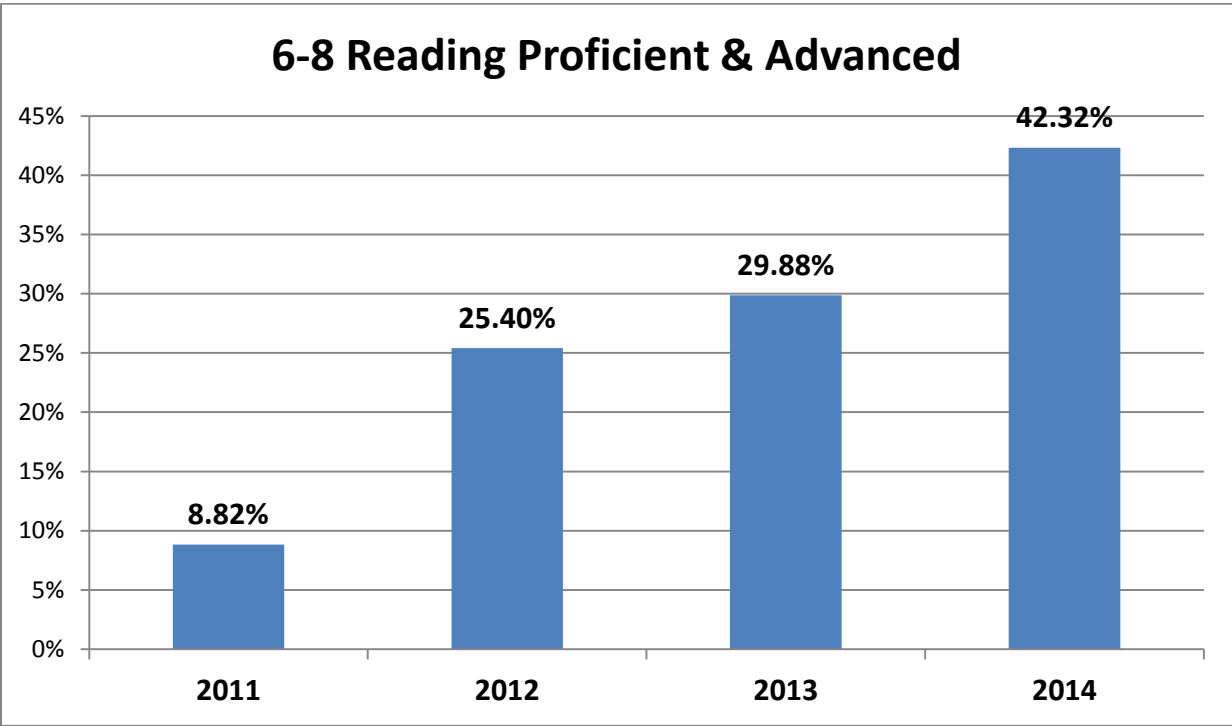
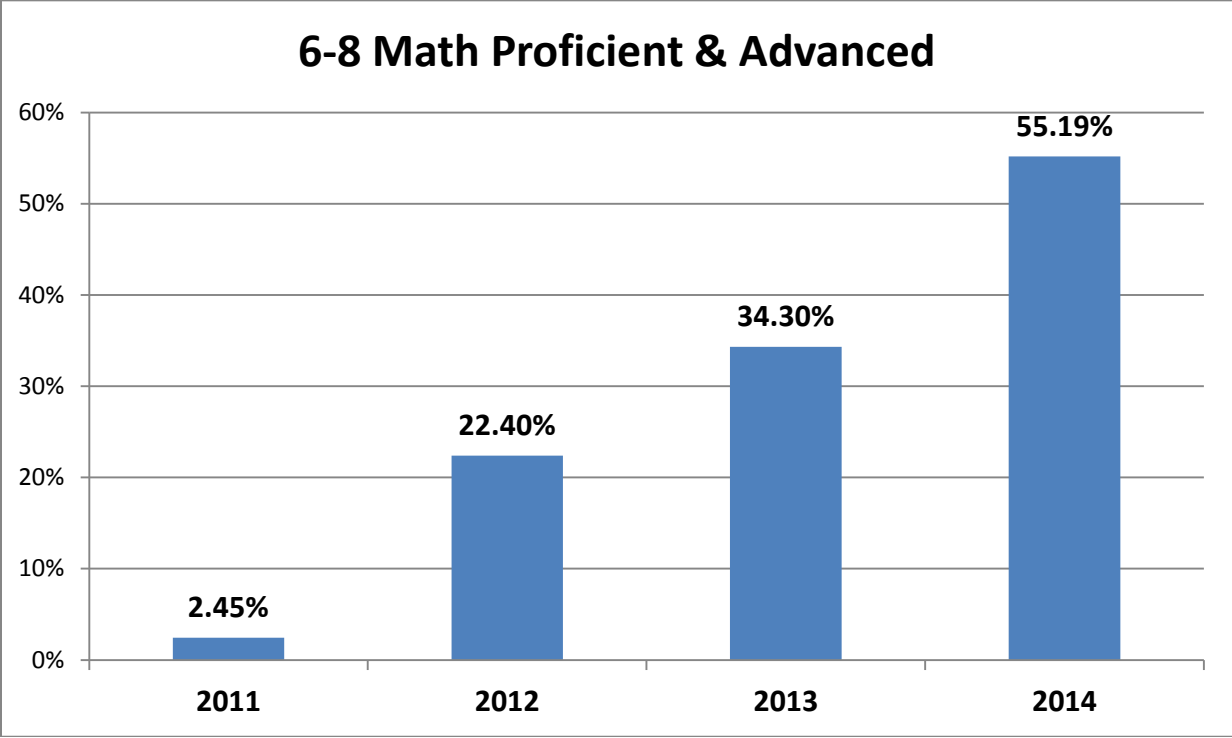
2013-2014 Testing Results

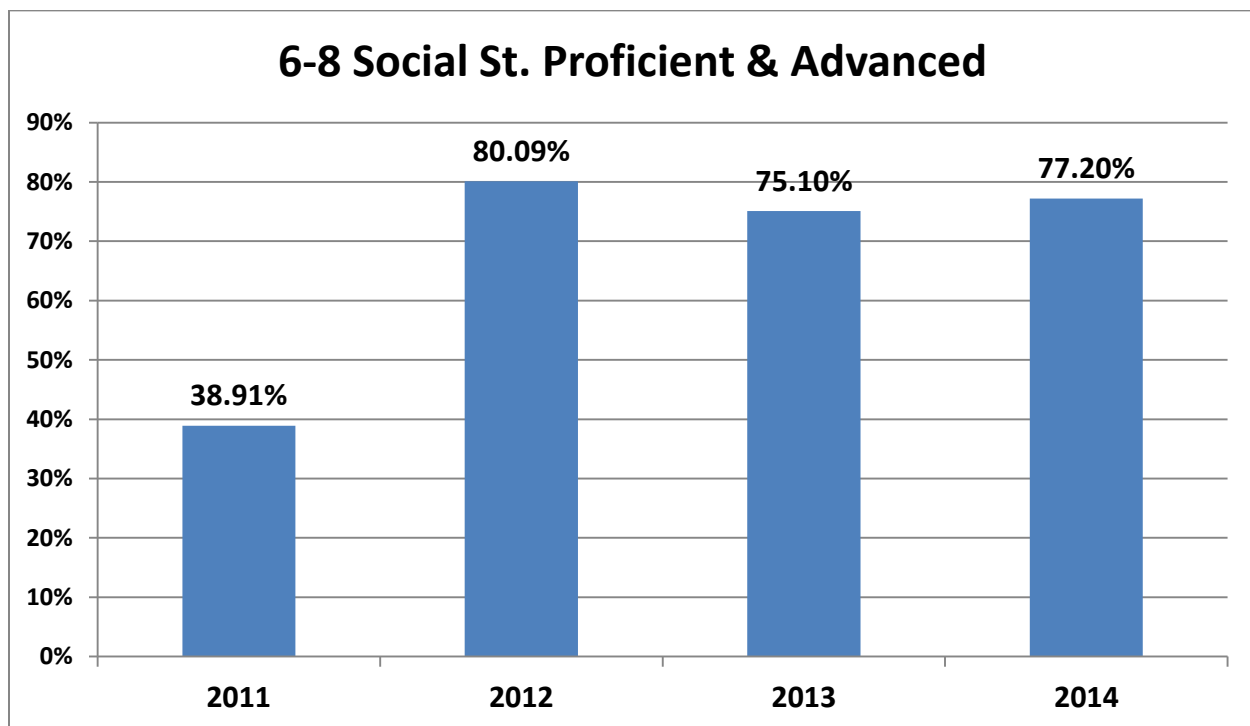
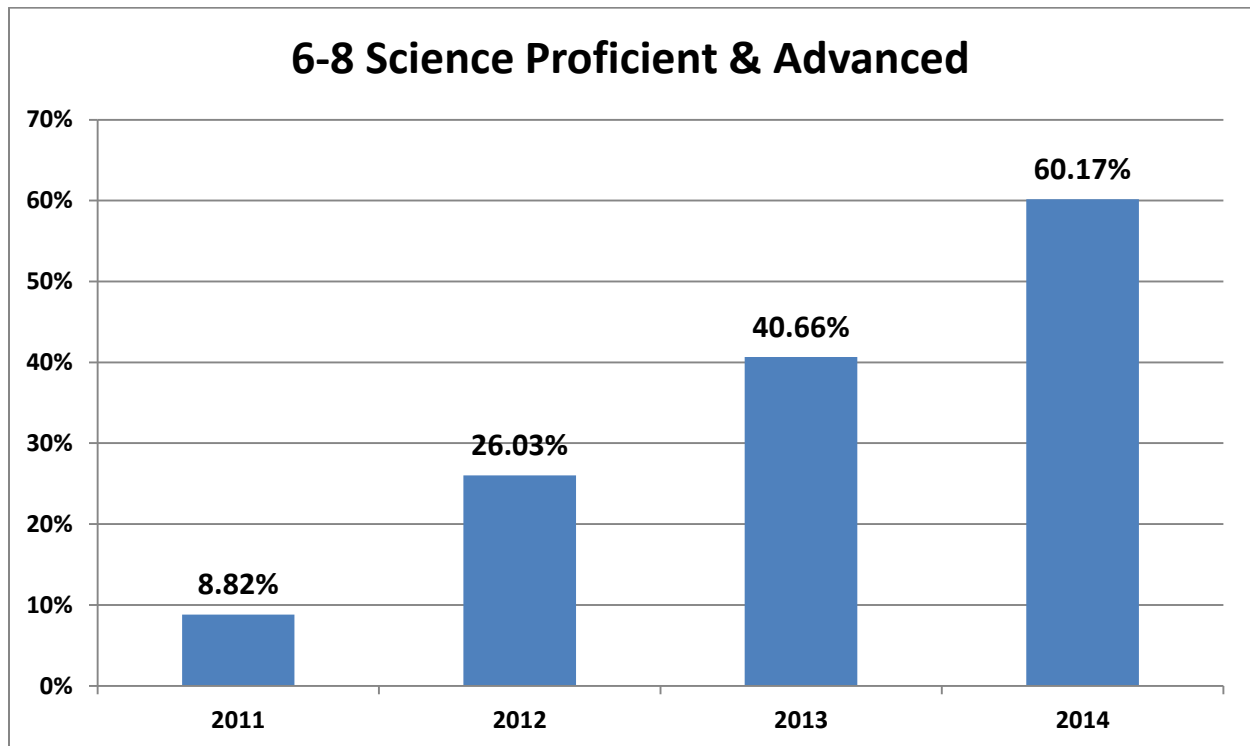
MSE improved its test results every year. Based on Spring 2014 test results MSE ranks in the top 10% among Shelby County Schools.

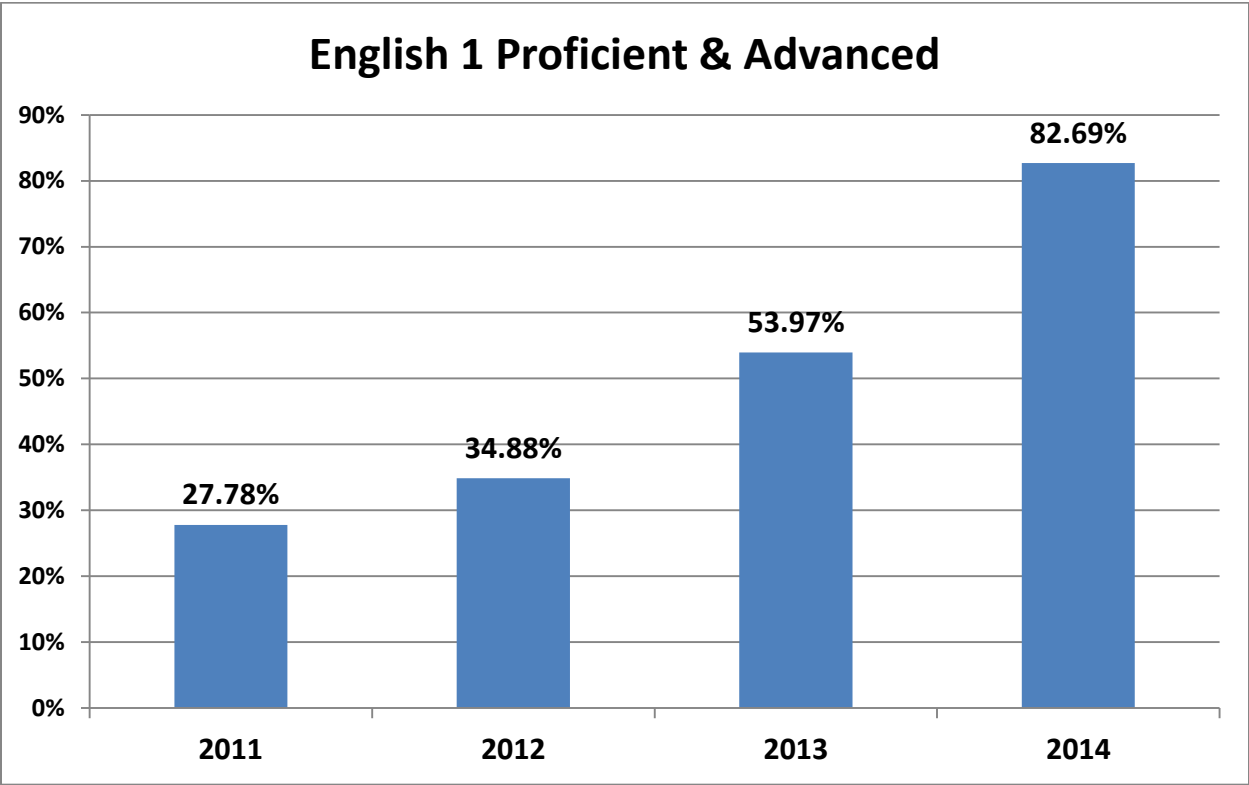
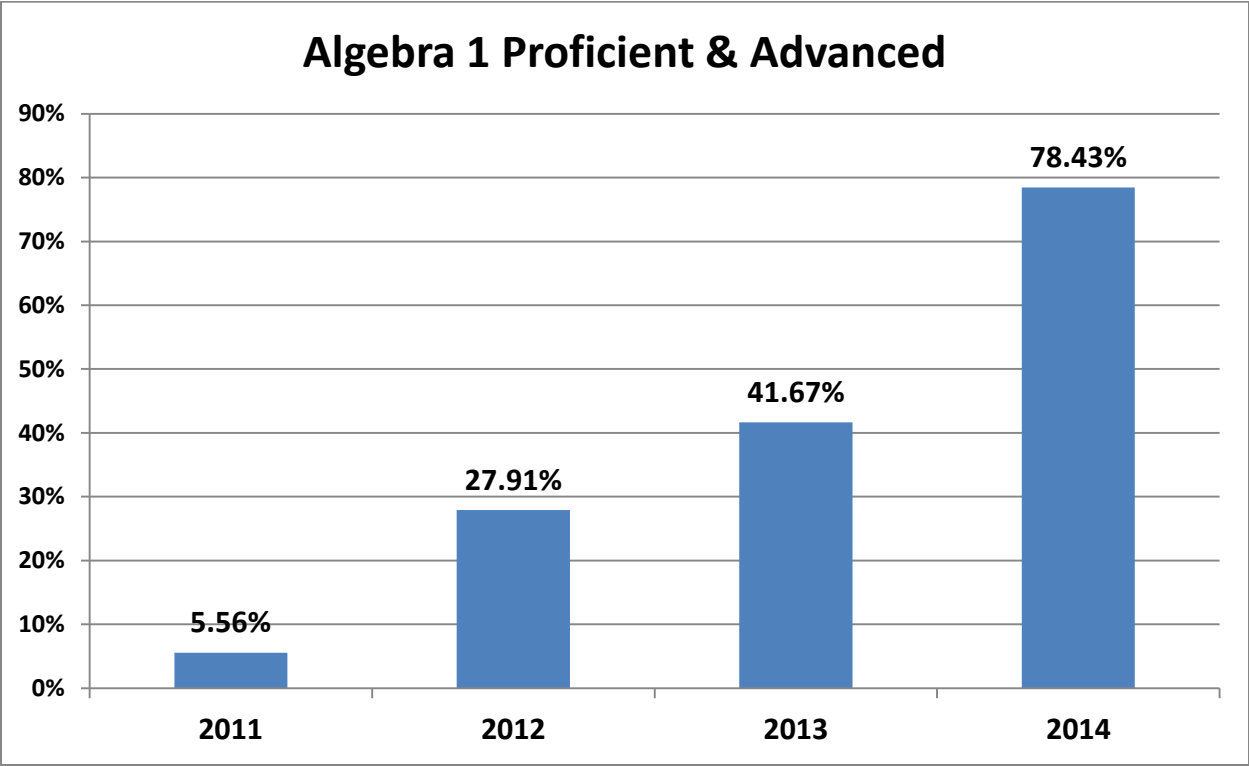
MSE Test Results over the years

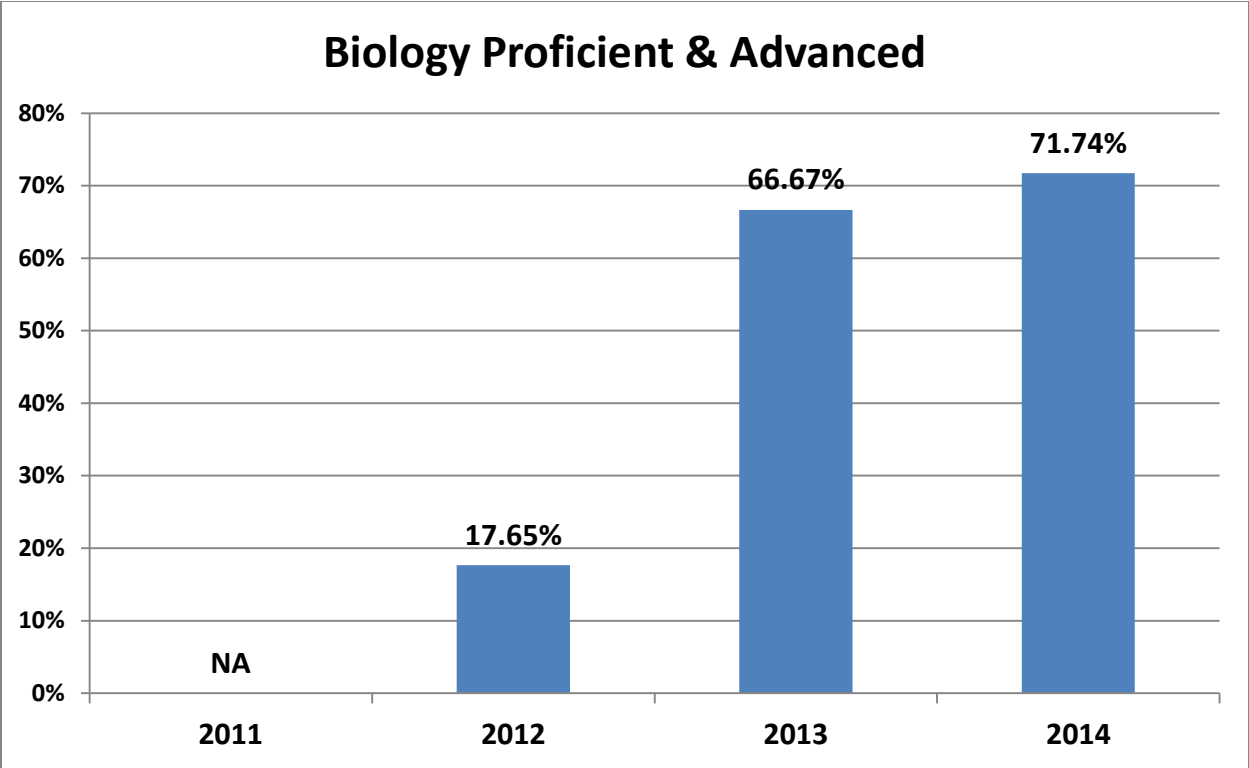
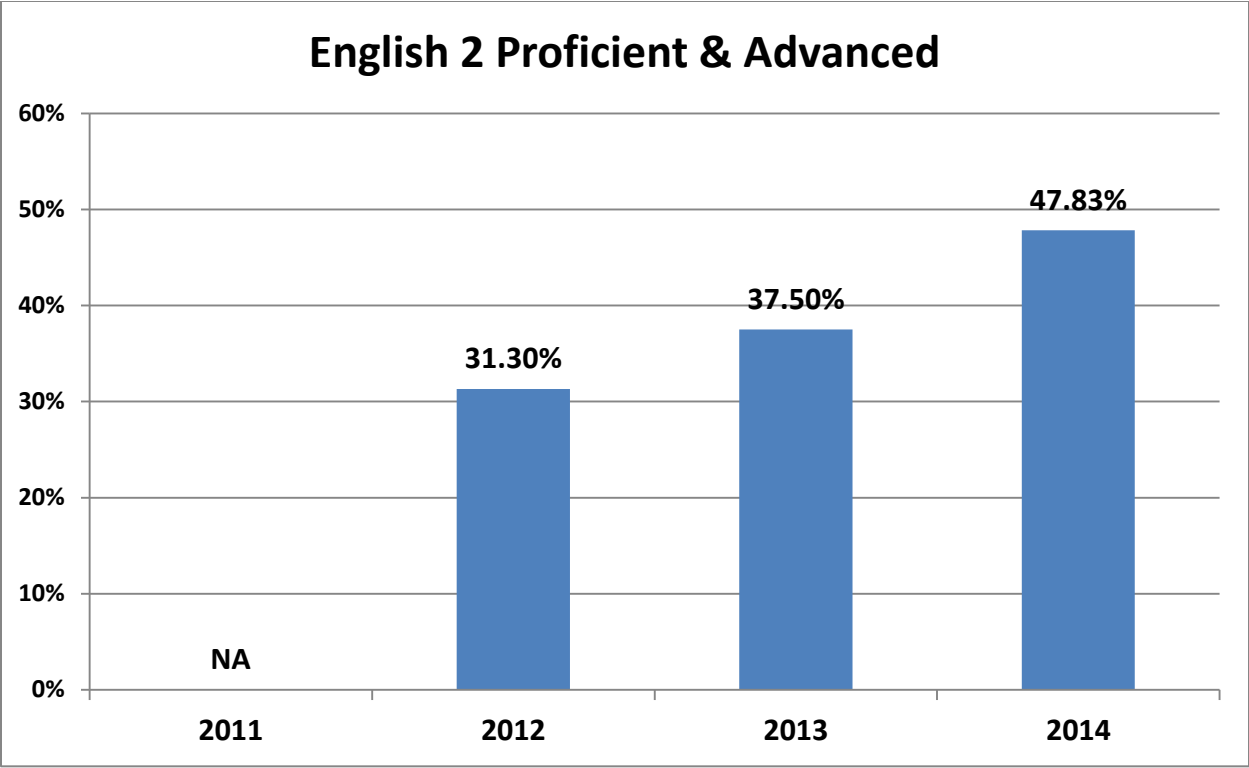
Subject	Proficient & Advanced			
	2011	2012	2013	2014
6-8 Math	2.45%	22.40%	34.30%	55.19%
6-8 Reading	8.82%	25.40%	29.88%	42.32%
6-8 Science	8.82%	26.03%	40.66%	60.17%
6-8 Social St.	38.91%	80.09%	75.10%	77.20%
Algebra 1	5.56%	27.91%	41.67%	78.43%
English 1	27.78%	34.88%	53.97%	82.69%
English 2	NA	31.30%	37.50%	47.83%
Biology	NA	17.65%	66.67%	71.74%
English 3	NA	NA	NA	25.00%
US History	NA	NA	NA	96%
Algebra 2	NA	NA	NA	17.60%

Memphis School of Excellence met all Annual Measurable Objectives (AMO) set by the state and the district over the last 4 years.









MSE meet and exceeded AMOs set by the state and the district.

Content		2011 Data	2012 Data			2013 Data			2014 AMOs		
Subject	Gr Level	Percent PA	Percent PA	2012 AMO	AMO MET	Percent PA	2013 AMO	AMO MET	Percent PA	2014 AMO	AMO MET
Reading	3-8	8.82%	25.40%	14.52%	Yes	29.80%	30.06%	No	42.32	34.19%	Yes
Math	3-8	2.45%	22.40%	8.55%	Yes	34.30%	27.25%	Yes	55.19	38.41%	Yes
Reading	7	7.04%	16.70%	12.85%	Yes	19.00%	21.91%	No	44.2	24.06%	Yes
Math	7	1.41%	12.50%	7.57%	Yes	21.50%	17.97%	Yes	48.1	26.41%	Yes
Algebra I	9-12	5.56%	27.90%	11.46%	Yes	41.60%	32.41%	Yes	78.43	45.25%	Yes
English I	9-12	27.78%	34.88%	32.29%	Yes	53.97%	38.95%	Yes	82.69	56.85%	Yes
English II	9-12	NA	31.30%	NA	NA	37.50%	35.59%	Yes	47.83	41.41%	Yes
Biology	9-12	NA	17.65%	NA	NA	66.67%	22.80%	Yes	71.74	68.75%	Yes

Memphis School of Excellence

School Value Added Data

	Grade	6	7	8	Growth Standard
Math	2012 Growth Measure	2.9	9.6	11.9	8.1
Math	2013 Growth Measure	-4.1	1.3	11.5	2.9
Math	2014 Growth Measure	0.4	9.3	14.6	8.1
Math	3 Year Ave Growth Measure	-0.3	6.7	12.6	6.4
Reading/Language	2012 Growth Measure	-2.1	-0.7	7.8	1.6
Reading/Language	2013 Growth Measure	-7.3	-2.2	4.2	-1.8
Reading/Language	2014 Growth Measure	-3.7	0.5	6.2	1
Reading/Language	3 Year Ave Growth Measure	-4.4	-0.8	6	0.3
Science	2012 Growth Measure	2.2	3.6	4.9	3.5
Science	2013 Growth Measure	-0.7	-3.5	7	0.9
Science	2014 Growth Measure	4.3	-2.9	16.5	6
Science	3 Year Ave Growth Measure	1.9	-0.9	9.5	3.5
Social Studies	2012 Growth Measure	-2.8	6.3	13.6	5.7
Social Studies	2013 Growth Measure	-6.5	0.3	5.7	-0.2
Social Studies	2014 Growth Measure	-3.2	-3.7	1.5	-1.8
Social Studies	3 Year Ave Growth Measure	-4.2	1	6.9	1.2
TCAP Composite	2012 Growth Measure	0	4.7	9.5	4.8
TCAP Composite	2013 Growth Measure	-4.7	-1	7.1	0.5
TCAP Composite	2014 Growth Measure	-0.5	0.8	99.7	3.3
TCAP Composite	3 Year Ave Growth Measure	-1.7	1.5	8.8	2.8

Algebra I	2012 Growth Measure	-4.3
Algebra I	2013 Growth Measure	4.7
Algebra I	2014 Growth Measure	22.3
Algebra I	3 Year Ave Growth Measure	7.6
Biology I	2012 Growth Measure	-21.5
Biology I	2013 Growth Measure	24.5
Biology I	2014 Growth Measure	19.5
Biology I	3 Year Ave Growth Measure	7.5
English I	2012 Growth Measure	2.9
English I	2013 Growth Measure	5
English I	2014 Growth Measure	12.5
English I	3 Year Ave Growth Measure	6.8
English II	2012 Growth Measure	0.8
English II	2013 Growth Measure	4.9
English II	2014 Growth Measure	5.3
English II	3 Year Ave Growth Measure	3.7

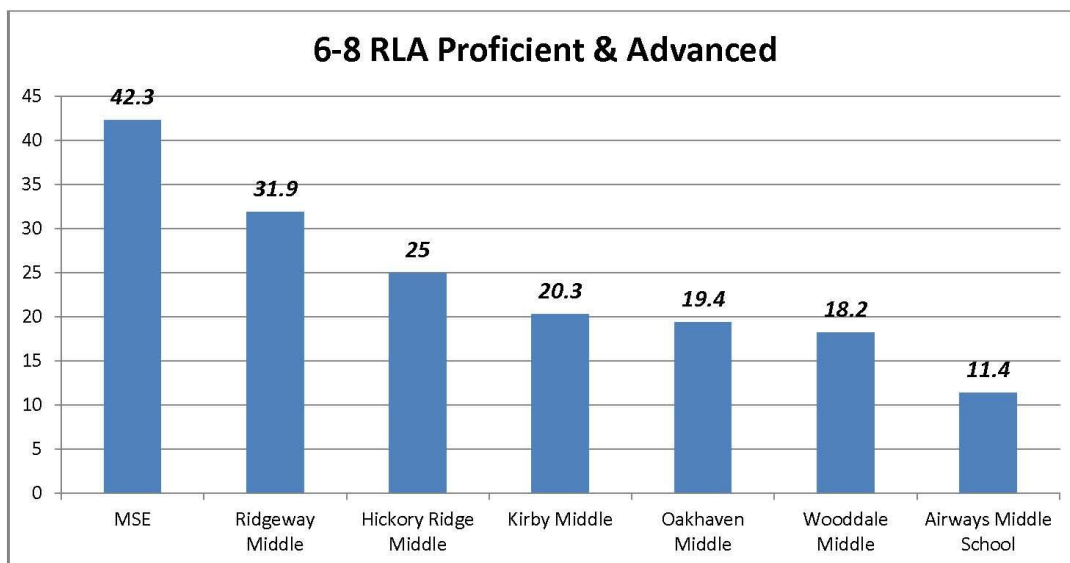
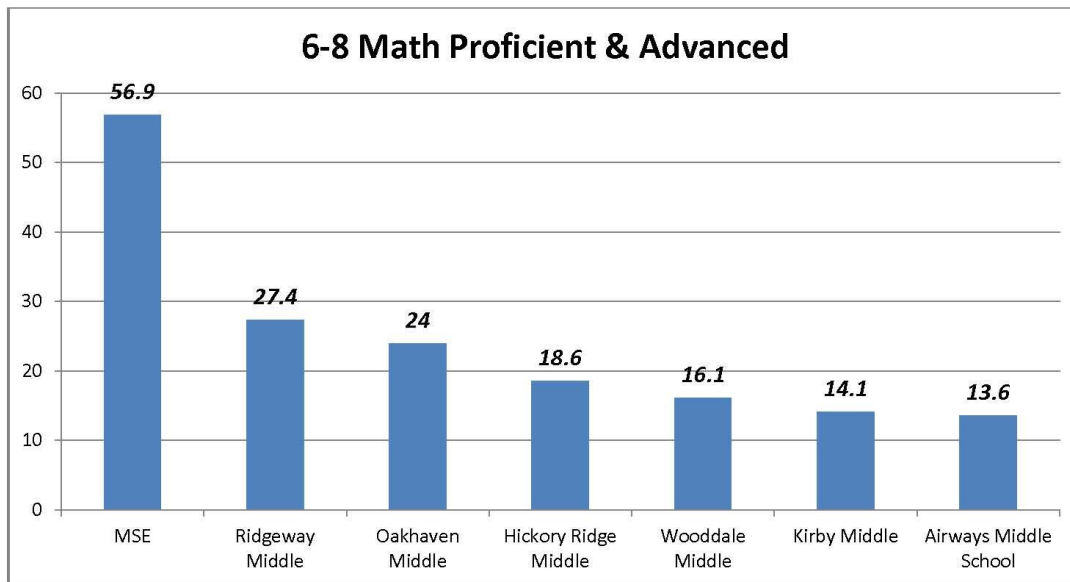
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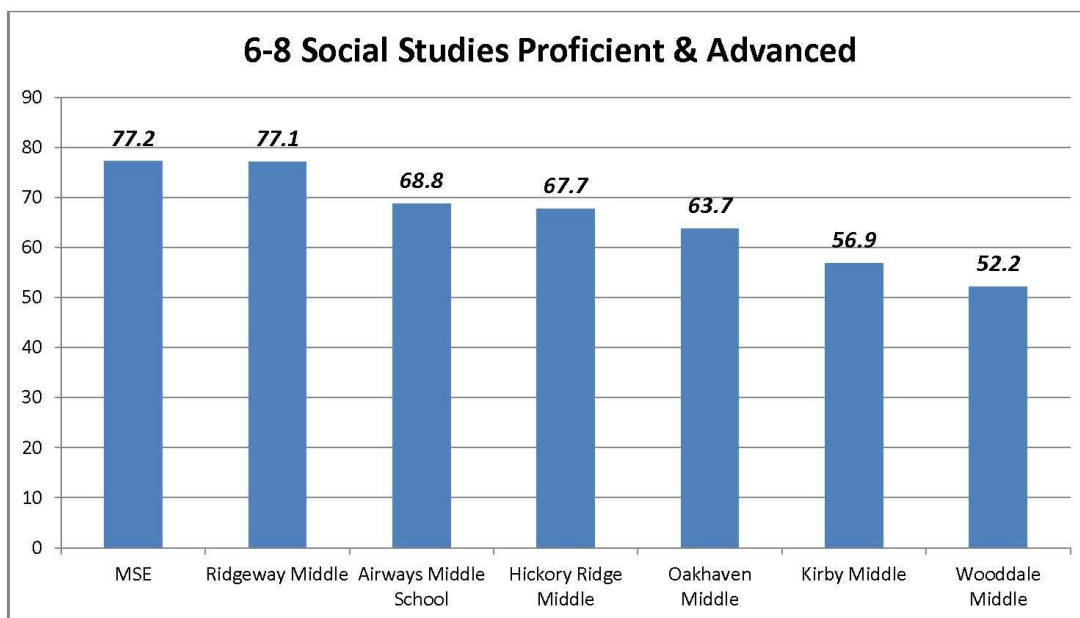
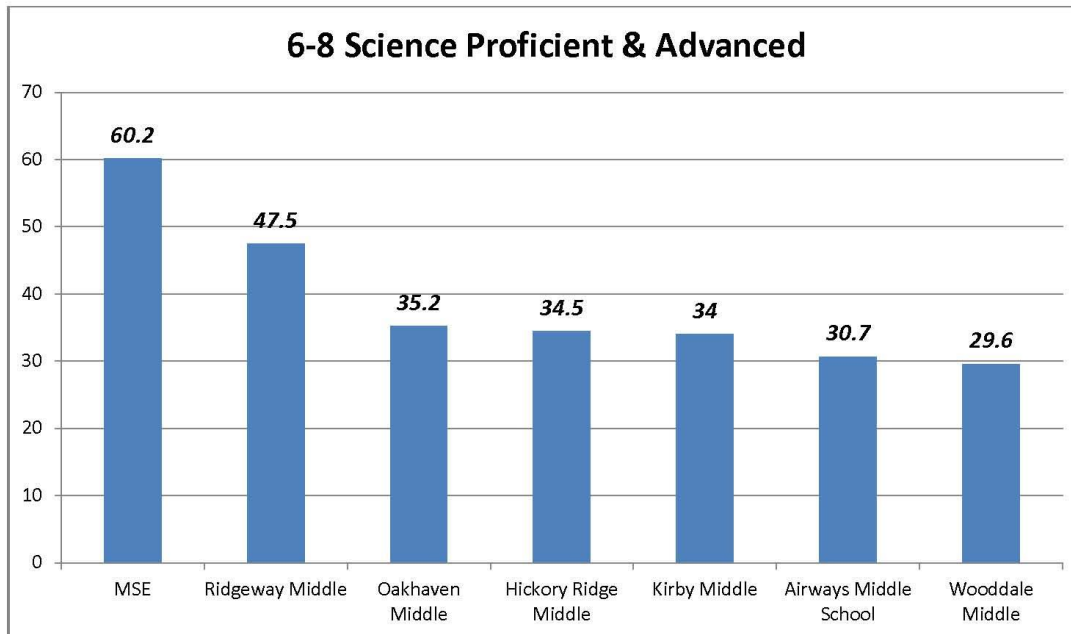
**MEMPHIS SCHOOL OF EXCELLENCE MIDDLE SCHOOL
VS NEARBY MIDDLE SCHOOLS**

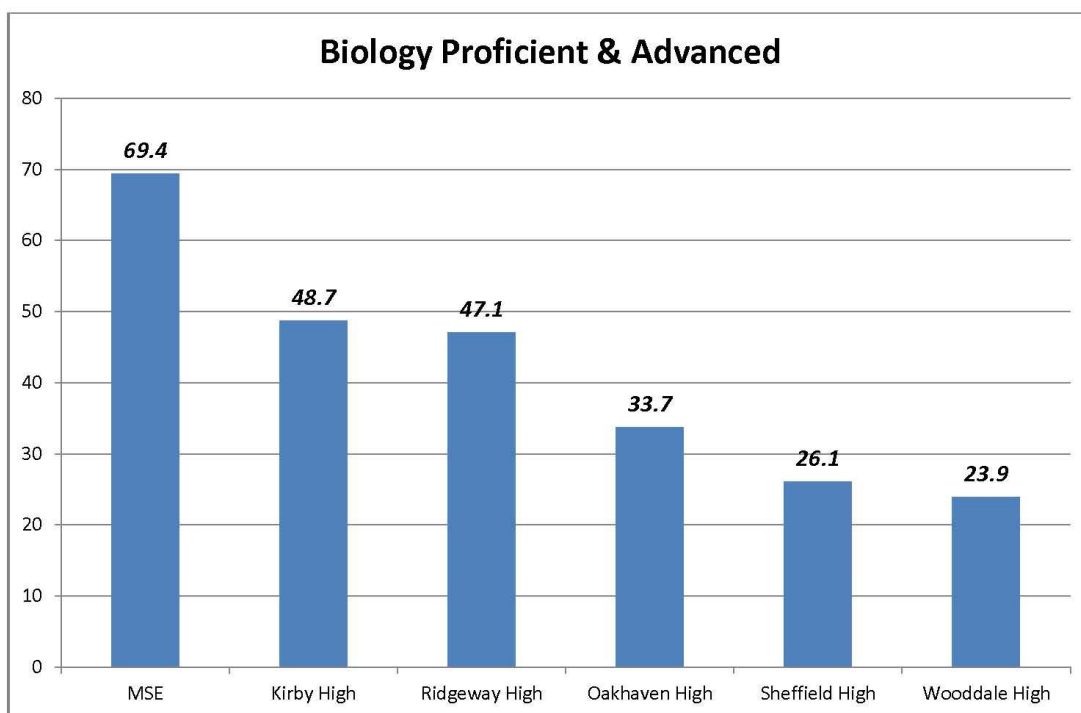
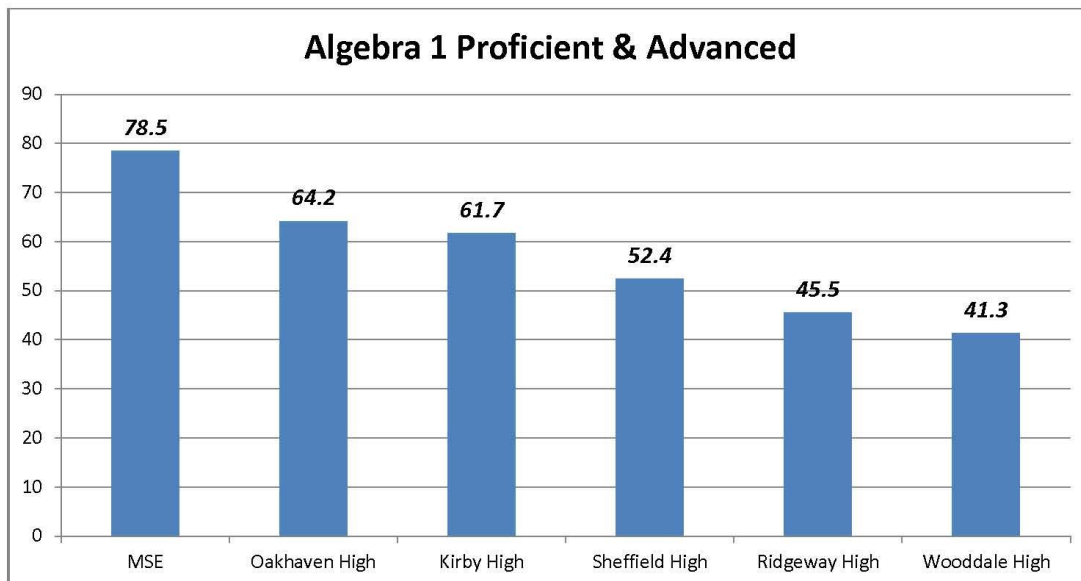
MIDDLE SCHOOLS	Proficient & Advanced			
	6-8 Math	6-8 RLA	6-8 Science	6-8 Social Studies
MSE	56.9	42.3	60.2	77.2
Kirby Middle	14.1	20.3	34	56.9
Hickory Ridge Middle	18.6	25	34.5	67.7
Wooddale Middle	16.1	18.2	29.6	52.2
Airways Middle School	13.6	11.4	30.7	68.8
Oakhaven Middle	24	19.4	35.2	63.7
Ridgeway Middle	27.4	31.9	47.5	77.1

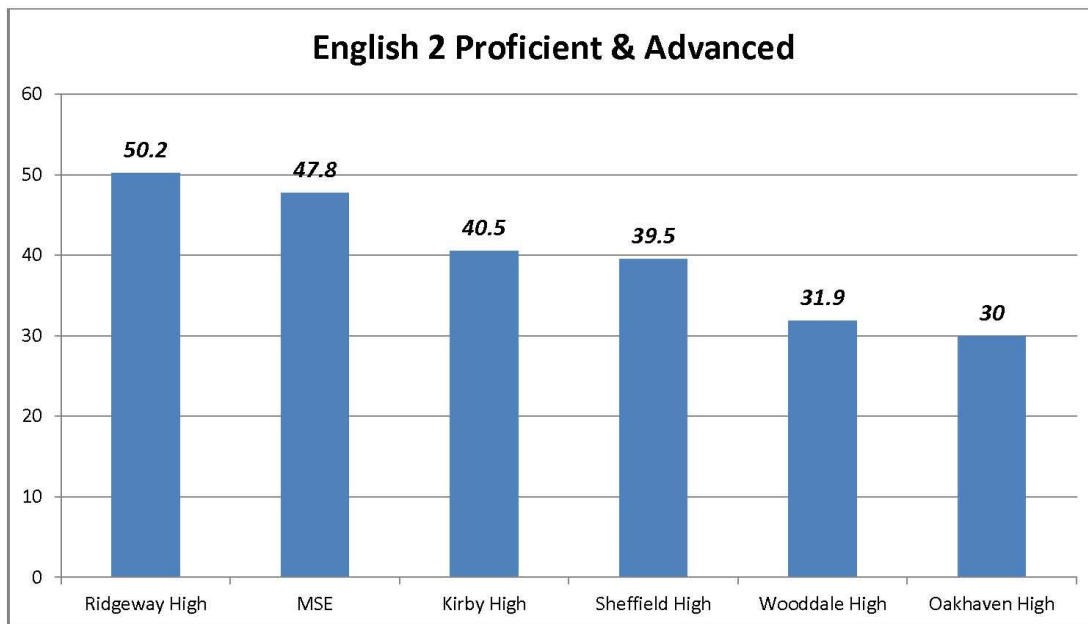
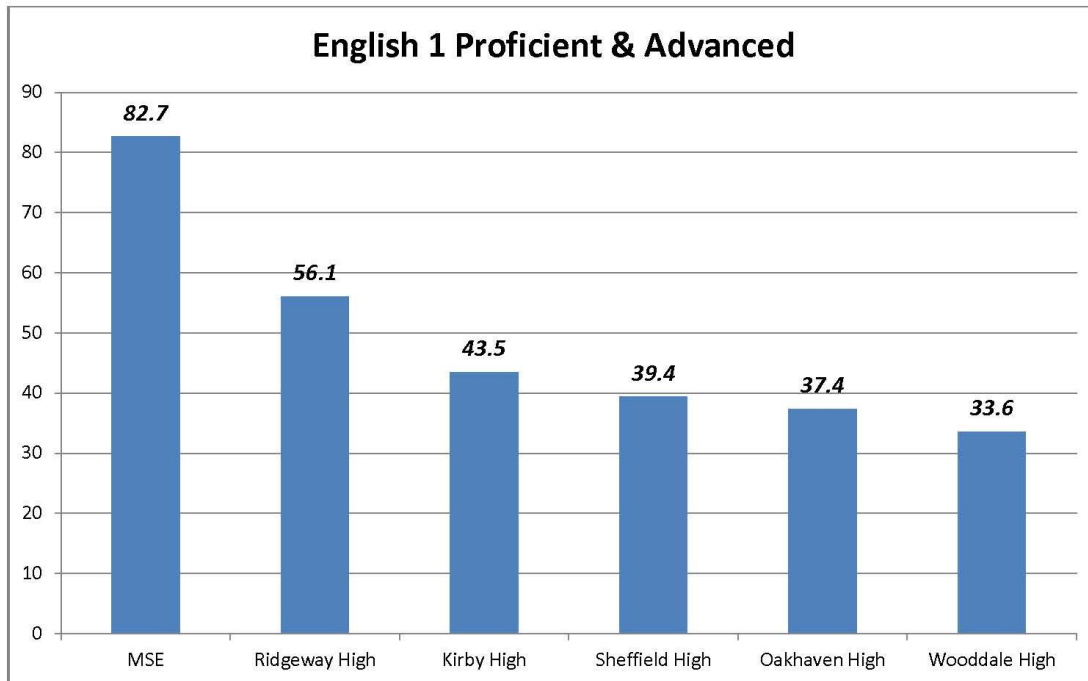
**MEMPHIS SCHOOL OF EXCELLENCE HIGH SCHOOL
VS NEARBY HIGH SCHOOLS**

HIGH SCHOOLS	Proficient & Advanced			
	Algebra 1	Biology	English 1	English 2
MSE	78.5	69.4	82.7	47.8
Wooddale High	41.3	23.9	33.6	31.9
Sheffield High	52.4	26.1	39.4	39.5
Oakhaven High	64.2	33.7	37.4	30
Kirby High	61.7	48.7	43.5	40.5
Ridgeway High	45.5	47.1	56.1	50.2









2013-2014 School Year Achievements

Spring 2014 State Test Results

- MSE students averaged an 18% increase in all state tested subject areas for Spring 2014 state tests. We are so proud of all the hard work that the students, parents, and teachers put forward to make these excellent gains possible.

Annual Measurable Objectives (AMO)

- MSE meet and exceeded all AMO's set by the state and district for 2013-2014 school year.

TVAAS Score

- Memphis School of Excellence received a composite TVAAS Score of 5, ***Level 5-Most Effective: Schools whose students are making substantially more progress than the Standard for Academic Growth (the school's index is 2 or greater)***, for 2013-2014 school year.

Robotics Team

- The Memphis School of Excellence robotics team, Eaglebots, won the first place award in Robot Design category at West Tennessee First Lego League Competition out of 30 teams. The competition took place at University of Memphis on Saturday, November 16th, 2013.

Regional Science Olympiad Competition

- On Saturday, March 1, 2014 MSE's Science Olympiad team competed in the regionals at Christian Brothers University. The students competed in various science events including life, earth, physical, engineering, and inquiry topics. Our students won 3 first places and 17 second places. Overall MSE team was ranked the second and advanced to the State competition.

Cross Country Team

- August 31st, 2013 the Memphis School of Excellence Cross Country Team competed in the First Annual Hosea Hill Invitational at Shelby Farms Park. The team had an excellent showing, receiving second place in the team competition. Chasity M. placed 3rd, and Alisha B. placed fourth. This is the school's first athletic competition.

Knowledge Bowl

- February 22, 2014 Memphis School of Excellence participated in the Memphis Police Department Crime Prevention 2014 Black History Knowledge Bowl. The knowledge bowl took place at Booker T. Washington High School. The mission of the Knowledge Bowl is to provide a structured forum in which students can develop good study and team building skills, compete academically and build a sense of friendly competition. Our Team consisted of G. Smith, C. Tucker, K. Farmer, J. Walton, A. Lurry, and K. Reid. We took home second place winnings! It was the first time that a Charter School had placed in the Knowledge Bowl. We are all so proud of these students of excellence!

4th Annual School-wide Science Fair

- 280 Science fair projects participated.

Memphis and Shelby County Regional Science Fair

- MSE won 7 awards at Memphis and Shelby County Regional Science Fair.

2012-2013 School Year Achievements

Spring 2013 State Test Results

- MSE students averaged a 17% increase in all state tested subject areas for Spring 2013 state tests. We are so proud of all the hard work that the students, parents, and teachers put forward to make these excellent gains possible.

Annual Measurable Objectives (AMO)

- MSE meet and/or exceeded the majority of the AMO's set by the state and district for 2012-2013 school year.

TVAAS Score

- Memphis School of Excellence received a composite TVAAS Score of 5.

Robotics Team

- MSE FLL Robotics team won the 1st place out of 26 teams in 2012 Tennessee West Region Robotics Champions at University of Memphis on 12/8/2012. The team won the "Robot Performance Award", scoring the highest points in the competition.

Regional Science Olympiad Competition

- On Saturday, February 23, 2013, the MSE Science Olympiad team competed at regionals hosted by Christian Brothers University. The team consists of twelve students in grades 6-9. The students built devices, took written and verbal tests, and experimented in over twenty events. Their hard work paid off with 1st place blue medals in four events: Boom lever, Helicopters, Rotor Egg Drop, and Write It Do It. We are very proud of our students who have worked so hard since August to get this far.

3rd Annual School-wide Science Fair

- 220 Science fair projects participated.

Memphis and Shelby County Regional Science Fair

- MSE won 13 awards at Memphis and Shelby County Regional Science Fair.

2011-2012 School Year Achievements

Spring 2012 State Test Results

- MSE students averaged a 23% increase in all state tested subject areas for Spring 2012 state tests. We are so proud of all the hard work that the students, parents, and teachers put forward to make these excellent gains possible.

Annual Measurable Objectives (AMO)

- MSE meet and/or exceeded all AMO's set by the state and district for 2011-2012 school year.

TVAAS Score

- Memphis School of Excellence received a composite TVAAS Score of 5.

Robotics Team

- On the morning of December 10, 2011, our school Robotics Team was at Tennessee Tech University in Cookeville, TN to represent MSE at a statewide championship tournament with 50 teams from all around Tennessee. It was a long day full of stress, excitement, and fun. Our team did excellent work in spite of being new to such a big tournament. Our team was awarded 3rd Place for the Best Mechanical Design out of 46 teams from all around TN.

2nd Annual School-wide Science Fair

- 214 Science fair projects participated.

Memphis and Shelby County Regional Science Fair

- MSE won 15 awards at Memphis and Shelby County Regional Science Fair.

Regional Science Olympiad Competition

- On Saturday, February 25, 2012 MSE's Science Olympiad team competed in the regional competition at Christian Brothers University. We had eleven members in grades 6-10 compete in almost twenty events bringing home almost forty medals, a plaque, and a trophy for 1st place with the right to go to the state competition that will be held in April at The University of Tennessee in Knoxville, TN. The students competed in various science events including life, earth, physical, engineering, and inquiry topics.

2010-2011 School Year Achievements

1st Annual School-wide Science Fair

- 145 Science fair projects participated.

Memphis and Shelby County Regional Science Fair

- MSE won 7 awards at Memphis and Shelby County Regional Science Fair.
- The Broadcom Foundation and Society for Science & the Public (SSP) announced on August 15 the selection of 300 middle school students as semifinalists in the 2012 Broadcom MASTERS® nation-wide competition. One of our 7th grade

students was awarded by The Broadcom Foundation and Society for Science & the Public (SSP), as one of the semifinalist.

Regional Science Olympiad Competition

- The school team participated in 2011 Regional Science Olympiad Competition at Christian Brothers University. Science Olympiad Team placed third in the tournament. In individual results, our students received three 1st places, two 2nd places and twelve 3rd places. Our team was invited for the 2011 State Science Olympiad Competition. Our school was the only PUBLIC SCHOOL invited to the state competition from the Memphis Area.